



**Mission Statement:**

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

**Aims:**

- To foster spiritual growth in Christian faith and values
- To value, appreciate and enjoy learning
- To work for excellence
- To further curiosity and creativity
- To aspire to high ideals
- To stimulate generous service of other

**Special Educational Needs**

**Special Educational Needs Policy**

'Children have a Special Educational Need if they have a **learning difficulty** which require **special education provision** to be made for them' (**Special Educational Needs Practice Nov 2001**)

**Aims:**

- The School aims to ensure that all pupils with Special Educational Needs receive the education most appropriate to their needs.
- All pupils are entitled to access the full curriculum and participate in every aspect of school life.
- The School has high expectations and sets suitable targets for all pupils.

**Objectives:**

- To identify, at the earliest possible opportunity, all pupils with a Special Educational Need
- To assess the individual needs of these pupils and deliver a suitable programme of work to address their needs.
- To ensure that every pupil experiences success in their learning and achieves the highest possible standard
- To enable all pupils to participate in lessons fully and effectively
- To assess monitor, record and review progress regularly
- To value and encourage the contribution of all pupils to the life of the School
- To work in partnership with parents
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.

**Organisational structure:**

SENCO

Speech & Language Peripetetic Support Teacher

Learning Support Assistants

Mrs J Jennings

Mrs J Golder

Miss Clare Ainsworth

Miss Liridona Laska

Mrs P Woodwards

Sr Kasjana

Mrs R Scrafield

Miss S Wookey

Sr Danuta

Sr Linda Pergega

The SENCO is responsible for the daily operation of the school's SEN Policy. As a qualified teacher, she has completed on-line courses in both Dyslexia and Autism from the Institute of Child Education and Psychology. She is qualified to formally assess pupils for examination arrangements.

**SENCO Responsibilities:**

- To oversee the day to day operation of the School's SEN policy
- To ensure that effective systems are in place to identify and meet vulnerable / SEN pupil's needs and that these are co-ordinated, monitored, evaluated and reviewed
- To liaise with staff and pupils to set appropriate targets for attainment and achievement
- To monitor the effective use of teaching and learning strategies and resources with staff
- To manage and train Learning Support Assistants.
- To maintain the SEN register
- To liaise with parents and carers of children with Special Educational Needs
- To liaise with external agencies including the Educational Psychology Service and other support agencies
- To contribute to the in-service training of staff
- To organise reviews
- To prepare and apply for, special examination arrangements for GCSE examinations

## Identification, Assessment and Review

The School follows the 2001 SEN Code of Practice graduated approach with regard to the identification, assessment and review of pupils with Special Educational Needs

The assessment data we use includes relevant family history, the Foundation Stage Profile, Teacher's Assessments, NFER testing and referrals from outside agencies

- The class teacher initially decides if it is an aspect of the environment or teaching which is creating difficulties for the child, and observes his/her progress for a short while.
- If the child continues with difficulties, a **Record of Concern** is written and the SENCO notified. Parents are informed and short term targets put in place. An assessment may also be carried out at this stage.
- If the pupil fails to make the expected progress after 2 terms more formal action is taken. The SENCO and class teacher discuss the problems with parents and an Individual Action Plan is written. The child is placed on the SEN register at the **Early Years/School Action Stage**.
- If the pupil continues to make little or no progress in specific areas over a long period then the decision may be made to place the child on the next stage, **School Action Plus**. A request for help from external agencies is made and a formal assessment may be carried out.
- If a pupil continues to demonstrate 'a significant cause for concern' then a request for a **Statutory Assessment** can be made, by parents or school, and the appropriate evidence is sent to the LEA.
- The LEA will consider all the evidence and may issue a **Statement of Special Educational Need**, outlining objectives to be met and additional provision to be provided. If a statement is not issued, parents have the right to appeal.

## Review Meetings:

These are held for children on the SEN register with IEPs. These meetings are initially with Form Teachers and pupils, and when a new IEP is drawn up parents are sent a copy

An Annual Review is held for all children with a statement, to review progress towards objectives outlined in the document. Any agreed amendments are sent to the LEA, and a copy of the review report is sent to all involved

## SEN Register

This is regularly updated, and class teachers provide the SENCO with the following evidence when they have concerns over pupils.

- Class Records (Records of Concern)
- Test results, noting wide variations in NFER / Midyis results
- Evidence of strategies already in place
- A piece of unaided free writing
- Other relevant information eg Medical, Family Circumstances etc

Monthly meetings between the SENCO and the Headteacher take place to discuss any concerns

## Curriculum

Pupils have access to a broad and balance curriculum, with their needs identified by individual targets. To enable pupils with SEN to access the curriculum the following provisions are made:

- Support from teaching assistants
- Teaching Assistants
- Differentiated work in class
- Small group / one to one sessions with SENCO (charged at termly rate)
- Specialist support materials; Literacy programmes; ICT programmes and Reading Schemes etc
- Consultation with support agencies
- School support teams, welfare agencies and speech therapy

Pupils whose level of ability is outside that of their peer group may be placed in the age group considered suitable for the child. This only takes place after consultation with teachers and parents, and the social and emotional implications for the pupil being taken into account.

All pupils are fully integrated within the School. Small group or one-to-one teaching is used as appropriate

## Complaints

The School works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil needs. If a problem arises parents may contact the Class Teacher initially. If necessary, the SENCO and the Headteacher will arrange a meeting with the parents, and staff involved.

## **External Support**

The school has positive relations with a range of external agencies including:

- Education service
- Welfare and Medical Agencies
- Speech Therapists
- Pastoral and Religious organisations
- The Educational Psychological Service
- Parent-Partnership service
- Social Services

## **Liaison with Parents / Carers**

The school encourages parents and carers to be fully involved with their child's progress, through formal and informal meetings

If the Class Teacher has concerns about a pupil parents are invited to discuss this as soon as possible

Parents are consulted at each stage and their support encouraged with the pupil's IEP

Parents of Statemented children are asked to record their views / concerns and discuss them at the pupil's Annual Review.

These comments are noted in the Review report, and any amendments discussed

## **Transition Arrangements**

The SENCO and Headteacher ensure that reports are sent to and received from schools on transition, and matters of concern addressed

## **In-Service Training**

- Staff are released to attend courses
- Internal courses are arranged by the Headteacher and SENCO

## **Governing Body**

The Daughters of Divine Charity, who are the Trustees, administer the School.

A Governing Body advises the Trustees.

*(Prepared Septemberr 2008 JJ; Nov 2010 JJ . March 2011 Review Date Aug 2012)*