



VITA ET PAX PREPARATORY SCHOOL

Special Educational Needs Policy

Reviewed By F. Archer May 2017

POLICY RATIONALE STATEMENT:

This document is a statement of the aims, principals, and strategies for the special educational provision for children in Vita et Pax Preparatory School. We are committed to providing the best possible learning environment for all of our children. We believe that all children, including those identified as having additional educational needs, are entitled to a broad and balanced academic and social curriculum. We value the abilities and achievements of all of children and we work to develop an environment where all children can flourish. We aim to engender a sense of community and belonging and offer new opportunities to all of our learners. This policy describes the way in which we meet the needs of children who experience barriers to their learning.

AIMS

- To ensure the SEN and Disability Act and SEN Code of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To provide a whole school approach to inclusion which clearly focuses on early identification, assessment and appropriate strategies and provision for supporting children with SEN.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To provide quality learning experiences for all children and to ensure they develop a positive attitude towards learning.
- To meet the needs of children who have differing learning styles and to use a multi-sensory approach to the teaching of concepts.
- To ensure that all staff, parents and governors are familiar with school procedures relating to SEN.
- To ensure that there is equal access to the curriculum and equal opportunities for all children with Special Educational Needs.
- To encourage parents to be partners in their child's education.

OBJECTIVES:

- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through quality first teaching for all.
- To provide specific support and intervention, matched to individual needs, in addition to differentiated class room provision, for those pupils with Special Educational Needs.

Equal Opportunities

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, religion, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys

- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are physically disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who have medical conditions; those who are young carers and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Vita et Pax Preparatory School we aim to identify these needs as they arise and provide learning opportunities which enable every child to achieve to his or her full potential.

What is a Special Educational Need?

A child is considered to have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of children of the same age
- an emotional and / or behavioural difficulty
- a disability which prevents or hinders their effective use of the schools' facilities

The four main areas of special educational need are:

1. Communication and Interaction (difficulties in language development either understanding what they hear or being able to express themselves)

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

2. Cognition and Learning (processing or retaining information)

- Specific Learning Difficulty (SpLD) e.g. dyslexia, dyscalculia and dyspraxia.
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention deficit disorder (ADD), Attention deficit hyperactive disorder (ADHD) or Attachment disorder (AD).

4. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)

- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

English as an Additional Language

Children must **not** be regarded as having a learning difficulty because the language of their home is different from the language in which they are taught. The distinction between SEN and the needs of the bi-lingual learner is understood at Vita et Pax. However, such needs can overlap and it is vital that SEN are not overlooked in children whose first language is not English.

Assessment, Identification and review process

Vita et Pax Preparatory School has an assessment cycle which assesses and records the progress of all children. Assessment and tracking data is used to identify children who are not progressing satisfactorily and who may have additional needs. Staff also meet termly to discuss their classes with the SENCo. All staff are also encouraged to share concerns they may have about a child at any time during the year, the SENCo will then carry out observations and relevant assessments with the child. Parents may also raise concerns regarding their child's progress.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent or carer, a child may be placed on the SEN register.

SEN register

Placement on the school's SEN register ensures that children are well supported to achieve their full potential through the planning, action, monitoring and review process. Some children will be on the SEN support register as a short-term catch-up measure while a number of children will require longer, more sustained support. The progress of all children and their records is a confidential matter between school staff and the child's parents/carers. There are two categories on the SEN register; SEN support and an Education Health and Care Plan (EHC).

1. SEN support

Teachers use Quality first teaching (Work is differentiated by adapting tasks to make learning accessible) to support children who are categorised as SEN support. Most of their needs can be met by a differentiated curriculum and others may benefit from intervention programmes. Children will have SEN targets which they are working towards.

Progress and targets will be reviewed at a meeting with staff, parents/carers and child on a termly basis. If significant progress has been made by a child, it may be agreed that they should be removed from the school's SEN register.

There will be some children whose progress continues to cause concern despite SEN support and in such cases, the school, in consultation with the parents will seek the advice, assessment and support of outside professionals.

Depending on the area of need, children may be referred to:

- Educational Psychology service
- Speech, language and communication service
- Occupational Therapy Service
- CAMHS – children and adolescent mental health services
- Hearing Impairment Team
- Visual Impairment Team
- Paediatric Child Development Clinic

A variety of support can be offered by these services, such as advice to the school about targets and strategies, additional assessment or some direct work with the child and/or family

In the case of a very small number of children where there is still insufficient progress despite outside agency involvement and interventions, the school may apply, with parental consent, for a needs assessment. Children and parents will be fully involved and kept informed. The LA may accept or reject an application for statutory assessment. Where the LA agrees to make a statutory assessment, this may result in an Education, Health and Care (EHC) plan. Under the provisions of the SEND Code of Practice 0 to 25, parents may apply independently of the school for an EHC plan assessment. This process takes up to 20 weeks.

2. Education, Health and Care (EHC) plan (previously a Statement of SEN)

In addition to the termly SEN reviews, the school has a statutory duty to review the child's progress and the outcomes of the specific support outlined in the EHC plan annually.

Roles and Responsibilities

Special Educational Needs co-ordinator (SENCO) has responsibility for:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating SEN provision and keeping the Head teacher informed
- Maintaining the school's SEN support register and overseeing records for all children with SEN
- Organising review meetings and liaising with colleagues, parents and outside professionals
- Contributing to children's assessment and evaluating the outcomes of their provision
- Organising and delivering In-service training
- Organising Annual reviews for children with EHCP
- Co-ordinating the roles of teaching in meeting the needs of SEN children and implementing intervention programmes which are monitored and outcomes are evaluated
- Have an understanding of SEN whole school data to monitor the progress and attainment of SEN children
- Meeting with the SEN Governor to provide information and discuss SEN issues to report to the Governing Body.
- Identifying priority targets linked to the School improvement Plan. These targets form the SEN action plan.

The Head Teacher has overall responsibility for SEN provision and monitors the SENCo, policy and practice at Vita et Pax Preparatory School.

The Governing Body is involved in monitoring the school's SEN policy and the quality of SEN provision. All governors are kept up-to- date about the school's SEN provision.

Admission Arrangements

- Children with special educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with an Education Health and Care plan or one pending, will be invited to discuss the provision that can be made to meet their identified needs.

Partnership with Parents:

Parents play an active and valued role in their child's education. Any information on their child's progress should be shared and discussed freely, in order to provide appropriate advice and support during the assessment of their child.

Developing and maintaining good relationships with parents is of utmost importance to us at Vita et Pax Preparatory School and parents and carers will be encouraged to be involved at all stages of the Education planning process.

An appointment is made by the SENCo to meet all parents/ carers whose children are recorded as having additional needs. Parents and carers are invited to target setting and review meetings every term. In addition parents of pupils with an EHC plan will have an Annual Review meeting each academic year. At review meetings with parent or carers we will always make sure that the child's strengths as well as difficulties are discussed.

- **Complaints Procedure:**

- Parents who have any concerns are welcome to arrange a meeting with the Class Teacher/Practitioner. If they are still concerned, they are encouraged to speak to the SENCo. Parents who still feel their concerns are not being met may meet with the Head Teacher and/or acquire a copy of the school's Complaints Procedure, which may be obtained from the school office.

Date: May 2017

Review Date: Annually (May 2018)

