



SEN Policy

Owner: Head of Learning Support

Date: Summer 2024

Review Date: Summer 2026

This policy is for whole school including EYFS.

1. Introduction

This policy is to be read in conjunction with our policies on Able, More Able and Talented, Behaviour Management, Curriculum and Teaching and Learning.

This school provides a broad and balanced curriculum for all children.

Some children have barriers to learning which means they have special needs and require particular action by the school.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definition of SEN

The definition of Special Educational Needs (SEN) for the purposes of this policy will be: 'A child has SEN if he or she requires special educational provision in order to access the curriculum and/or achieve his or her full potential.' In this context provision includes learning difficulties. To find out about those with emotional and behavioural difficulties (EBD) and the able, more able and talented please read the relevant policy.

Our SEN policy includes all children who are being monitored with both class-based strategies and more focused interventions.

The Role of The Head of Learning Support

In our school the Head of Learning Support:

- 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 link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;



- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

2. Aims and objectives

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 educational 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. Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational needs and aspirations;
- 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;
- providing support for children who need help with mathematical skills;
- 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 individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. Any child may have special needs at some time in their lives.

Children have a learning difficulty if:



- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

Many of the children who join our school have already attended an early education setting. Some children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Wave 1

In all classrooms there is quality inclusive teaching. This takes into account the learning needs of all children in the classroom. This includes providing differentiated work as standard.

A record of children who are 'of concern' when working at Wave 1 is also kept. This details the children who are needing the differentiated work and other class-based help in order to reach their potential.

When Wave 1 fails to meet the needs of the children Wave 2 is introduced.

Wave 2 (School Action)

Through observation of a child and regular assessments concerns are highlighted quickly if a child appears to not be making the relevant progress at Wave 1. Wave 2 will then take place. This is when a specific, additional and time-limited intervention occurs. It is provided for children who need help to accelerate their progress to enable them to work at their age-related expectations. Wave 2 interventions can be targeted at a group of children with similar needs or a single child. Toe-by-toe, Plus 1 and Power of 2 are all examples of a Wave 2 intervention. If a child is placed on an intervention at Wave 2 a Pupil Monitoring Form (PMF) will be raised. The PMF is shared with the class teacher, parents, Deputy Head (Academic) and Head of Learning Support.

Wave 3 (School Action Plus)

If further action is required to support a pupil beyond that which could be afforded in a normal lessons (Wave 1) or interventions such as toe-by-toe and plus 1 (Wave 2) then Wave 3 will occur.

Wave 3 is a targeted provision for a minority of children where it is necessary to provide highly tailored interventions to accelerate progress. This may include one-to-one interventions, the use of specialists or The Woodlands Department of Learning.

Once Wave 3 has been reached an Individual Target Form (ITF) will be drawn up. The ITF will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place in October, February and July of each school year.



If the ITF review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new ITF. The new strategies within the ITF will, wherever possible, be implemented in the child's normal classroom setting. A child with an Education, Health and Care Plan (EHCP) will be internally reviewed every term as well as the annual external review.

If the child continues to demonstrate significant cause for concern, a request for an EHCP will be made to the LEA. A range of written evidence about the child will support the request.

Please see summary on page 5 for the SEN process in St. Joseph's In The Park.

5 Allocation of resources

The Head and Head of Learning Support are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP. The Headmaster informs the governing body how the funding allocated to support special educational needs has been employed. The Head of Learning Support, in consultation with the Head, agrees the school improvement plan which takes into account resources and budget.

6 Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

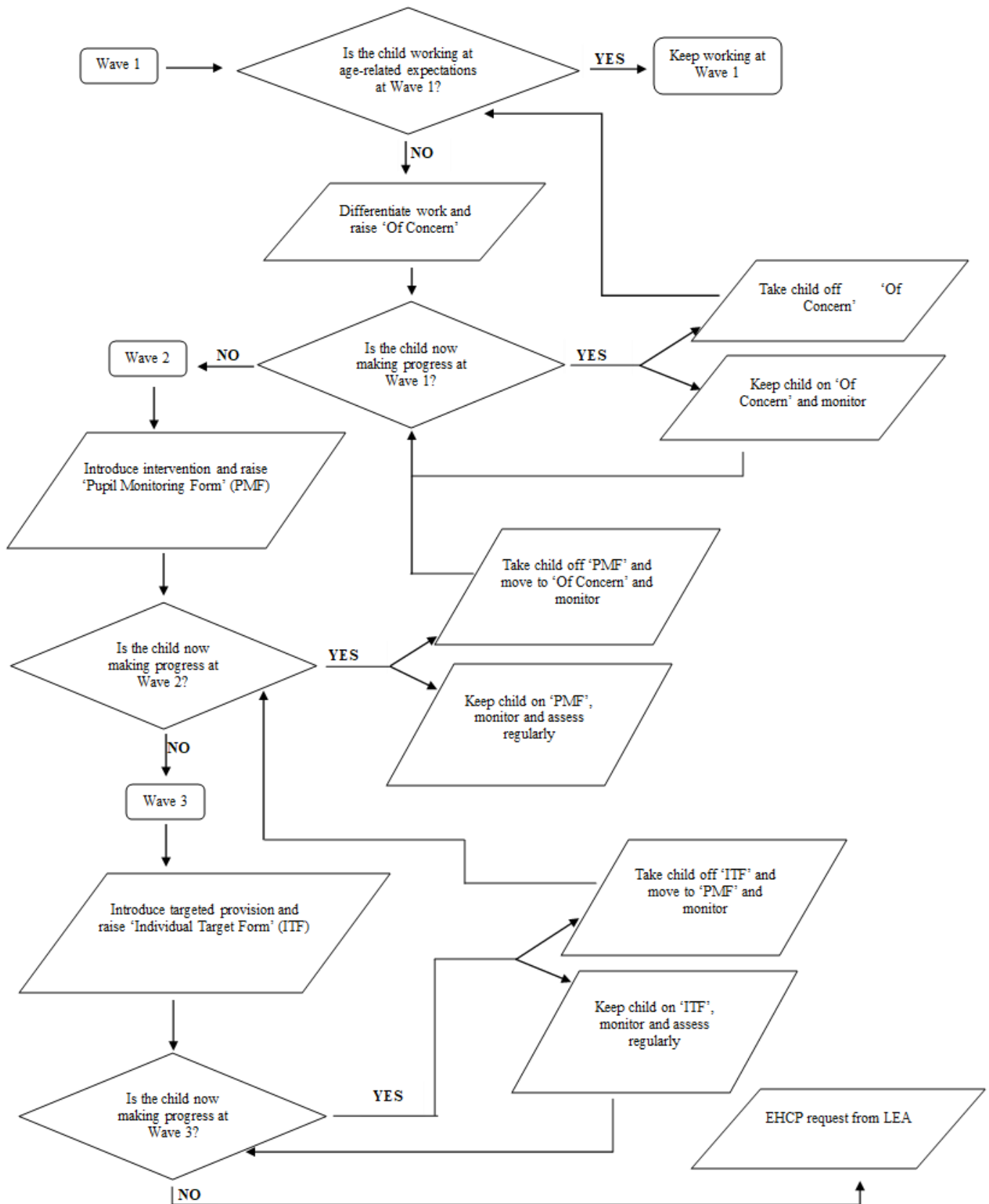
The class teacher, Deputy Head (Academic) and the Head of Learning Support assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The Head of Learning Support works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Head of Learning Support can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7 Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:





- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that brings feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, assessment is used to inform the next stage of learning.

Individual Target Forms (ITF), employ a small-steps approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at Wave 3 (School Action Plus) have an ITF.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Our Woodlands Department of Learning exists to cater for the needs of children at Key Stage 2 with specific learning difficulties such as dyslexia and dyscalculia or other more general learning needs who are having difficulty coping within a mainstream classroom. Children are part of their usual St. Joseph's In The Park cohort but receive specialist teaching in Literacy and Mathematics. By and large children enter Woodlands from other settings, however from time to time pupils will move from the main cohort to the Woodlands cohort if it is agreed by all parties that this would be beneficial to the child's progress.

8 Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.

We have regular meetings at parent consultations to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their ITFs and in the ITF review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

9 Monitoring and evaluation



The coordination and planning of the SEN curriculum are the responsibility of the Head of Learning Support, who also:

- keeps informed about current developments and provides a strategic lead and direction;
- reviews progress with the Head annually, who in turn reports to the Governing body.

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

This policy will be reviewed at least every two years.