

The Governors of St. John Bosco RC Primary School

Policy Statement on Special Educational Needs

Our Mission Statement

‘At St. John Bosco Catholic School, we belong to the family of God.
Following Jesus
Growing in love
Learning together
Respecting and caring for each other and those in our community
Making the right choices’

Guiding Principles and Objectives

In accordance with the school Mission Statement, the Governing Body and staff at St. John Bosco’s School, aim to give all children the opportunity to fulfil their potential as Christian members of society.

All our children should receive a broad and full Catholic education. Some children will find it far more difficult to be successful unless their learning requirements are more carefully thought through and they are provided with appropriate and more personalised support. This policy statement for Special Educational Needs addresses their requirements.

Success is important for every child and staff should have high expectations and set suitable learning challenges for all children. When children leave our school and transfer to High School they should, as well as being competent within the broad curriculum, be able to read, write and use numbers effectively and with confidence. Where this is not the case evidence should exist that staff have not only informed parents but have also set about raising the child’s level of achievement.

In accordance with the Special Educational Needs and Disability Code of Practice 2014, the following specific objectives are vital for the successful implementation of the policy:

- To identify all children with special educational needs as soon as possible
- To inform parents that a child has, or may have, special educational needs
- To gain the involvement of parents in their child’s learning
- To provide appropriate teaching and support for the child.
- To make effective use of resources and facilities available to support children with special educational needs, including other professionals where appropriate.
- To set achievement targets for all children with special educational needs and to review their progress regularly
- To enable children to become progressively more involved in reviewing their own progress
- To help all children become confident and independent as learners.

Admission Arrangements

The admission procedures are given in the school prospectus and on the school website. The Governing Body is aware of its legal duties under the Education Act 1996, and the Disability Discrimination Act 2005. It supports the school in reviewing policies, practices and procedures, on a continuing basis, to ensure that children with special educational needs are not placed at a disadvantage.

Identification, Assessment and Record Keeping

The school's identification and assessment procedures for special educational needs have regard to the SEND Code of Practice 2014.

Pupils with special educational needs are placed on the school's SEN register and their progress is monitored frequently. Before a child is placed on the register, a discussion will take place between the parent(s) and the class teacher. The register's purpose is to ensure that children with special educational needs receive appropriate support.

Partnership with Parents

Parents have a vital role to play in the education of their children and their views should be actively sought. They should be told about any extra help their child receives and the outcome of that help. With younger children there are frequent opportunities for conversation between parents and staff as children are collected from school. Parents' Evenings also provide another opportunity for this exchange of information. These take place twice a year and involve all year groups.

All staff try to develop relationships with parents which encourage them to discuss any concerns about their child's education. If a parent raises an issue or makes a complaint the school will inform them of their response. If a parent is not satisfied with the response, the matter should be discussed with the headteacher. Where the parent remains dissatisfied, the headteacher will discuss the concerns with the Chair of the Governing Body. All complaints brought to the attention of the headteacher in this way will be dealt with in line with the complaints policy.

Funding and Resource

The school makes provision for children with learning difficulties within the limits of its resources. The school receives a sum of money annually in its budget in accordance with the Local Authority formula. This, along with other money in the budget, is used mainly to fund staff salaries. Support from outside agencies such as Educational Psychology, Behaviour Support and Learning Needs is 'bought in', using funding from the SEN budget allocation. If a child is experiencing special educational needs at a higher level and requires extra support, the school may then consider the need for a statutory

assessment in the form of an Education and Health Care Plan, if agreed then funding for a child will be supplemented by the Local Authority.

The school allocates a budget to provide training for its teachers each year and where appropriate this is also used to provide training for teaching assistants.

Each year a proportion of the budget is allocated to resources to support the development of provision for children with special educational needs. These resources can be in the form of specialist support teachers or equipment for the use of the child. Any equipment the school purchases from the budget for children with special needs are stored either centrally or in classrooms where appropriate. A record is kept of resources purchased and where they are allocated.

Provision for Pupils with Special Educational Needs

At St John Bosco we work hard to provide a caring, stimulating and inclusive environment, where every child can reach their full potential.

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and appropriate learning objectives are set. All classes have time allocated to them for support by teaching assistants, and pupils are also frequently offered additional small group work or catch up programmes where needed. These groups are sometimes called 'intervention' groups.

If a child continues to have difficulty or has a high level of difficulty when they join us, they may be considered to have a special educational need or disability (SEND).

Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. They will need extra or different help. Schools and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in school.

At St John Bosco children are identified as having SEND through a variety of ways including:

- Concerns from parents
- Concerns from teachers
- Information from health professionals
- Liaisons with staff from previous settings
- Child's performance within the classroom

Supporting Children

The class teacher is responsible for overseeing, planning and working with each child in their class with SEND. Class teachers may include additional general support from teaching

assistants and other members of staff. Class teachers will plan differentiated activities for children with SEND to enable them to access the curriculum more easily.

Children who are not making the expected progress are highlighted and discussed during 'Progress Meetings' with the Head Teacher. The Senior Management Team and the SENCo then discuss the best course of action to take for the child, this may include being placed in a focused intervention group or timetabled daily 1-1 support with the Learning Needs Assistant (LNA). The length of these interventions vary according to the child's needs, and are reviewed regularly to assess the impact of the provision.

Children highlighted as having SEND may have an Individual Education Plan (IEP), which will show the child's individual targets to help them progress. IEP's are reviewed every term with the class teacher, SENCo and LNA. Outcomes from the reviews are noted on the IEP and new targets may be set.

Specialist services

At St John Bosco, the SENCo works closely with external agencies to provide the best support for our children.

These agencies include:

- Speech and Language Therapists (SaLT)
- School Nurse
- Educational Psychologists (EP)
- Behaviour Support Services
- Specific Language Difficulties Teacher (SpLD)
- Children and Adolescent Mental Health Service (CAHMS)
- Occupational Therapists (OT)
- Teachers of the Deaf

We also obtain specialist advice for children in our care from Specialist Schools such as Lancasterian, Camberwell Park and The Grange.

Transition Arrangements and links with other schools

St John Bosco's is a feeder school of St. Matthew's RC High School and most children transfer there at the end of Year 6. Children with SEND who are due to leave St John Bosco, meet with the staff of the feeder school at various times of the year during Year 5 and Year 6. The SEN Co-ordinators from St Matthew's and St John Bosco's also meet during the Summer Term, this is to arrange extra visits to the new school for children, if required, and

for appropriate documentation for children with special needs to be discussed, and handed over. The same applies if a child leaves our school at any other time.

Arrangements for Co-ordinating Provision

Mrs Jeffrey co-ordinates the school's special educational needs provision. She works closely with class teachers and teaching assistants and contributes to the in-service training of staff. Mrs Jeffrey has an overview of the records of all children with special needs. Where appropriate she supports teachers in writing and reviewing individual education plans. Mrs Jeffrey also meets regularly with parents and liaises with external agencies and support services.

Staff Development

The school has an overall staff training programme linked to the school development plan and performance management which is drawn up each year. The SEN Co-ordinator regularly attends courses provided by the local authority and external agencies such as the Speech and Language Therapy, Educational Psychology and Child and Adolescent Mental Health Services. Information from courses is reported back to staff through training sessions led by the SEN Co-ordinator. Staff training is also delivered, when appropriate, by professionals from external agencies.

Evaluating Success

The Governing Body considers it important that the success of this policy statement is evaluated. The objectives outlined at the beginning of the policy statement are used to set and monitor targets each year and progress made in achieving these targets is reported to the Governing Body. The named governor for special educational need meets regularly with the SEN Co-ordinator and the headteacher reports briefly each term to the Governing Body on the development of the SEN work. The Governing Body also receives a verbal report from the SEN Co-ordinator at the end of each academic year.

Revised March 2017