



Special Educational Needs Policy

Introduction School Philosophy

St Columba's Catholic Primary School values the abilities of all pupils and is committed to providing them with the best possible learning environment. We believe that it is our duty to cater for the needs of all children in the school community and to develop their potential to the full in the spirit of full inclusion.

At this school, we are firmly committed to the provision of a broad and balanced curriculum, which offers continuity and progression.

The school operated its S.E.N. Policy & Procedure in line with the New Code of Practice, The Index for Inclusion and The Disabilities Discrimination Act.

Aims of the school

- To ensure that any child with S.E.N. is identified as soon as possible and appropriate action taken.
- To provide a broad and balanced curriculum for all our children.
- To provide a differentiated curriculum.
- To create a school environment, which respects and supports all children, developing a positive self image in all children.
- To support all teachers in identifying and meeting the varying special needs of the children in their care.
- To ensure parents/carers are informed/involved.
- To ensure pupils are fully informed/involved (as practicable).
- To have a record keeping system, in line with the New Code of Practice, which facilitates the monitoring of children with special needs.
- St Columba's recognises that many children will have a special educational need at some time and that they can be helped to overcome their difficulties.

Strategies for achieving these aims

Identification and Assessment

Class Teacher will take initial responsibility for identifying children in their care whom they consider to be having difficulty.

Guidelines for identification and assessment across the curriculum.

- Observation in the classroom based on teacher's knowledge of child development. Observations will include academic performance, language development, social relationships and behaviour.
- Early identification of sensory impairment and medical problems and referral to appropriate agencies.
- Fine and gross motor difficulties.
- Summative reports and individual profiles from foundation stage.
- Lack of progress in curriculum areas based on teacher's own assessment of child's level.
- Unacceptable behaviour in class and in unstructured group situations.



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- Whole school screening of Reading Age and Spelling age. To be analysed and monitored by SENCO/Assistant SENCO. Children 2 years+ below will be placed on SA+, 18 months to 2 years on SA
- National curriculum assessments including Key Stage 1 and 2 results as well as QCA optional tests.
- Reports from previous teachers and/or other associated professionals.
- Poor attendance will be addressed in the initial stage

Definition of Special Educational Needs.

A child has a special educational need if s/he has a learning difficulty that calls for special provision to be made.

Definition of Learning Difficulty.

- Has a significant greater difficulty than the majority of same age children.
- Has a disability which prevents or hinders the child from making use of educational facilities provided for same age children within the LEA.

St Columba's school will have regard for the Special Needs Code of Practice when carrying out its duties towards pupils with SEN. It will ensure that parents/carers are notified when special educational provision is being made for their child.

Special Educational Needs Team

The Headteacher takes overall responsibility for ensuring that the New Code of Practice is implemented. The management of this will be undertaken by the co-ordinators for Special Educational Needs. At St Columba's it is considered necessary to establish a team for special needs under the management of the co-ordinator.

Special Educational Needs Co-ordinator

Mrs Margaret Fyles

Assistant Special Educational Needs Co-ordinator

Ms Sandra Brassington

Special Needs Governor

Mrs Clancy

The team for Special Educational Needs in the school

- Mrs.Fyles (SENCO)
- Miss Brassington (Assistant SENCO)
- Mr.Murphy (Learning Mentor)
- Mrs.Clancy (SENS Governor)



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- St Columba's also has a Central Primary Support Teacher – Ms Heather Ambrose. Ms Ambrose has primary links with the Learning Support Centre, a valuable resource for the school.
- Mr Dominic Spilane (Access and Inclusion) provides emotional support to individual and groups of children whose emotional difficulties are providing them with a barrier to learning.
- The school will also liaise with the Speech/Language & the Hearing Impaired Services. Mrs. Malone works with Speech and Lang primarily in the Foundation Stage.

Special Needs Assistants

Foundation Stage

Mrs Diane Cameron

Mrs Paula Clegg

Miss Danielle Docherty

Mrs Bernadette Malone (Speech and Language)

Key Stage 1

Mrs Sue Warburton

Mrs Elaine Connell

Mrs Julie Jones (One to One)

Mrs Claire Brown (One to One)

Key Stage 2

Mrs Carol O'Donohue

Mrs Christine Usher

Mrs Amanda Potter

Mrs Frances Jones

Mrs Diane Cameron

Mrs. Paula Bolland

The S.E.N. team operates with the support and expertise of a caring, committed staff and help from outside agencies previously listed.

Special Education

In St Columba's school, all rooms are carpeted which helps the many children who have fluctuating hearing loss or more severe hearing impairment. The school is also has.

(a) A loop system in the classroom and hall.

(b) A shower room

Admissions

The Governors consider that admissions criteria should not discriminate against pupils with special educational needs and recognise the spirit of the code of practice. "All schools should admit pupils already identified as having special educational needs", as well as identifying and providing for pupils not previously identified as having S.E.N. Pupils with special educational needs, but without statements, must be treated as fairly as all other applications (Code 1:3)



Links with other policies.

1. The Index for Inclusion
2. The Disability Discrimination Act

The school is aware of the implications of these documents.

1. The Index for Inclusion

The S.E.N. policy builds on our school performance and reinforces the need for teaching that focuses on early identification; is broadly balanced; removes barriers to learning; sets high expectations and is fully inclusive.

The Governing Body will ensure that appropriate inclusive provision is made for pupils with SEN.

2. Disability Discrimination Act

A person has a disability if s/he has a physical or mental impairment that has a substantial and long term adverse affect on his, or her ability to carry out normal day to day activities". [Disability Discrimination Act].

The school plans, over time and according to resources, to increase the accessibility of the school in terms of physical environment, the curriculum and written information for disabled pupils.

St Columba's, in conjunction with LEA, is reviewing its accessibility to disabled pupils and producing an Accessibility Plan.

Allocation of Resources.

The S.E.N. budget for the year 2009/2010 was:

£2, 572	Standards Fund Income (DfES)
£ 800	School Allocation
£2,000	(LEA Allocation - Central Primary Support

£5,372.00

S.E.N. Resources

Literacy

Fuzzbuzz Reading Scheme & workbooks.

Wolf Hill Levels 1-5

Rigby Star (Pink - Purple)

E.L.S. Games

Oxford Web Spiders (Books 1-8)

Cambridge Phonics for Reading

Working with essential words - Books 1-5

Picture Q's writing skills - Books 1-6

Letterland activity packs

First steps in comprehension (Books 1-5)

Easy Learn: Write about the picture.

Easy Learn: Learning First Letters.

Easy Learn: Fine motoring.

Easy Learn: Single sentences.



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Easy Learn: Order! Order!
Easy Learn: Start sequencing.
Easy Learn: Start curring.
Writing for a purpose (1-5)
Writing sentences (1-5)
Phonic Books (1-8)
English for the gifted and talented - Years 3, 4 5 and 6
English for the less able = Years 3, 4, 5 and 6.

Stile (Self checking & supporting activity)

Starter stile Literacy
Stile comprehension - Year 3
Stile comprehension - Year 4
Charles Cripps - A hand for spelling

Maths Resources

Stile mathematics programme - Key Stage 1
Stile mathematics programme - Key Stage 2

Folens Maths for the less able (Years 3, 4, 5 and 6)
Folens Maths for the Gifted and Talented (Years 3,4,5 and 6)
Folens numbers stage 1-5
Heinemann maths work books
"Letts" Multiply and divide
Collins educational: Basic skills maths book 1 and 2
Easy Learn: Learning first numbers
Easy Learn: Maths books 1-5
Folens number stage 1-5
Heinemann Maths work books
Letts: Multiplying and division.
Collins educational basic skills Maths books 1 & 2.

Identification, Assessment and Provision

At St Columba's, we have a whole school approach to SEN policy and practice. Pupils with SEN, as far as practicable, are fully integrated into mainstream classes. All teachers are responsible for identifying SEN and will collaborate with the SENCO to ensure that pupils requiring additional/different support are identified early, assessed and provided for.

Range for Provision

Full time in class with a differentiated curriculum. Withdrawal work with a support assistant particularly during the independent part of literacy and numeracy, in class support with a general teaching assistant.

Individual Education Plans

Strategies for pupil progress will be recorded on an I.E.P. and will cover:

- Short term targets, different from/additional to the differentiated curriculum.
- Teaching strategies
- Type of provision
- Review date



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- Success criteria

I.E.Ps will be reviewed twice yearly (Aut1 and Summer1). Where possible, they will be held in an informal manner. Parents/Pupils views will be actively sought. Where appropriate pupils will be actively involved in the review.

Record keeping.

The Special Educational Needs Co-ordinator will maintain records which may include:

Information from previous settings, parents/carers, psychological reports and external agencies such as health and social services.

Pupils views.

Behaviour and progress views.

Year 6 reviews will be held in the early parts of the Spring term to ensure that the statement, if continuing, will be in place for September (Year 7).

The SENCO will be invited

Evaluating the S.E.N Policy

The governing body will report annually on policy, in terms of the SEN aims of the school.

In evaluating the policy, the school will note views of teachers, appropriate non teaching staff, parents, pupils and external professionals.

Targets will be set to provide progress indicators.

Pupil progress will be prime indicator of success (assessed by meeting I.E.P. targets, improving on standardised tests, satisfactory review meetings).