



ST. PIUS X PREP. SCHOOL

ADDITIONAL NEEDS POLICY

1 INTRODUCTION

We at St Pius X Preparatory School are committed to meeting the needs of all our pupils and ensuring that they make progress. We believe that meeting their needs is a shared responsibility. Parents, teachers and support services or external agencies should all be involved in the planning for pupils requiring Special/Educational Provision.

Special Educational Provision means provision which is in addition to or otherwise different, from the educational provision generally available in school.

Subject to the detail of this policy we work to the requirements of the 1996 Education Act and the Special Educational Needs Code of Practice 2001.

2 AIMS AND OBJECTIVES

The aims of this policy are:

- To ensure that the school offers a broad and balanced curriculum which is accessible to all pupils and promotes a high standard of expectation and achievement.
- To ensure that the learning needs of pupils with learning difficulties/disabilities are identified and assessed as early as possible and their progress is closely monitored.
- To ensure that all staff are involved in planning and meeting the needs of pupils with learning difficulties/disabilities and Special Educational Needs.
- To involve outside agencies where appropriate and ensure close co-operation between all the agencies concerned in order to effectively meet the needs of staff and pupils.

- **To allow children with learning difficulties/disabilities and Special Education Needs to fully participate in all the activities of the setting by providing additional support or adapting activities appropriately.**
- **To encourage regular and effective communication between parents and school, keeping parents fully informed of the needs and progress of their child.**
- **To encourage children to develop confidence and recognise value in their own contributions to their learning, thus developing self esteem.**
- **To ensure interventions for each child are revised regularly to assess their impact on the child's progress.**

3 EDUCATIONAL INCLUSION

In our school we aim to offer excellence and choice to all our children, whatever their abilities or needs. We have high expectations of all our children and aim to remove barriers to learning and participation. All our children are valued as part of the school community. Through appropriate curricular provision we respect the fact that children:

- **Have different educational and behavioural needs.**
- **Have different learning styles which 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.**
- **Planning for children's full participation in learning and in physical and practical activities.**
- **Planning to develop children's understanding through the use of all their senses and through varied experiences.**
- **Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.**

4. IDENTIFICATION, ASSESSMENT REVIEW AND PROVISION FOR CHILDREN WITH LEARNING DIFFICULTIES/DISABILITIES.

IDENTIFICATION

Early, Identification is Vital.

All staff are responsible for identifying children with learning difficulties/disabilities. The SENCO will work with staff to ensure that pupils who may need additional or different support are identified at an early age and provided for appropriately. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation. Short-term support for groups of children may include use of computer based programmes such as Wordshark or Numbershark.

5. PROVISION

One member of staff has overall responsibility for the implementation of this policy and for liaising with staff, parents outside agencies and the Local Authority, with regard to all issues related to children with learning difficulties/disabilities and those with Statements of Special Education Needs. This person is designated the Special Education Needs Co-ordinator (SENCO). The SENCO at St Pius X is Mrs Carolynne Evans.

In our school the SENCO:

- Manages the day to day operation of the Policy, co-ordinates the provision for and manages the response to children's needs.**
- Supports and advises colleagues.**
- Maintains the Learning Support Register.**
- Contributes to, and manages, the records of all the children with learning difficulties/disabilities or statements of SEN.**
- Manages the school-based assessment and completes documentation required by outside agencies and the LEA.**
- Acts as the link with parents**
- Acts as a link with external agencies such as speech/language therapist, physiotherapist and specialist support teachers.**
- Manages, supports and advises the teaching assistants linked to the children with statements of SEN**
- Contributes to the professional development of teachers and TAs.**

6. ROLE & RESPONSIBILITIES OF THE GOVERNING BODY.

A governor with an interest in learning difficulties/disabilities and SEN has recently been identified. Her name is Mrs Fingleton.

The SENCO aims to establish a link with the governing body in order to assess provision for children with learning difficulties/disabilities. At present there is no designated funding for learning support other than the funding provided by the Local Authority for children with statements of SEN

The SENCO and the Headteacher liaise regularly and effectively on learning support issues.

7. ASSESSMENT, INTERVENTION AND PROVISION

In our school, we adopt a graduated response to identifying and supporting children with learning difficulties/disabilities and Special Educational Needs. Early identification and intervention is vital to ensure the most successful outcome. We take account of the Code of Practice (2001) in order to respond to children's learning needs.

If a teacher feels a child is showing cause for concern the following action will be taken:

- The class/subject teacher will consult with the SENCO in order to check that appropriate differentiation of the curriculum is occurring. In some cases, further differentiation may be all that is required. If this does not achieve the desired result the next phase is:**
- Small group intervention for children who can be expected to catch up with their peers as a result of this intervention. This may involve a specific phonics/spelling programme, speaking and listening activities, practice with number bonds etc. The SENCO would normally be involved in teaching these groups, sometimes with the assistance of a TA. Children requiring this type of intervention would not be considered to have learning difficulties/disabilities or SEN. If the teacher then feels the child is still showing cause for concern, despite these interventions the following action will be taken:**

SCHOOL ACTION

- **The class/subject teacher will consult the SENCO**
- **The SENCO will observe the child in class and gather information from other subject teachers.**
- **The class teacher and SENCO will consult the child's parents, explaining why there is cause for concern, ascertaining the parent's views and explaining the intervention process. At this stage the child will be placed on the learning support register at SCHOOL ACTION.**
- **The SENCO will request permission from the parents to complete an informal assessment and explain the process of assessment and intervention at School Action.**
- **Following an informal assessment, the SENCO will offer advice and strategies for improvement to the class/subject teacher and parents and discuss provision for intervention. This may involve individual specialist tuition or group support. If it is deemed necessary an Individual Education Plan or IEP will be produced.**
- **The child's progress will continue to be monitored by teacher and the SENCO. Parents views on progress will be sought at Parent/Teacher interviews**

SCHOOL ACTION PLUS

If after intervention at School Action, the SENCO and class teacher in consultation with the parents feel the child's progress is limited or that there are more serious causes for concern, the SENCO will then seek advice from outside agencies. These could include:

- 1. School Pediatrician**
- 2. Educational Psychologist**
- 3. Speech / language Therapist**
- 4. Physiotherapist**
- 5. Occupational Therapist.**

With the permission of the parents information on the concerns expressed by the staff and the intervention carried out so far will be made available to the appropriate professionals.

The class teacher and SENCO will draw up an Individual Education Plan (IEP) The IEP will set targets for the pupil and will detail:

- **Short term targets set for the child**
- **Teaching strategies to be used**
- **Teaching arrangements**

- **Evaluation and review dates**
- **Advice from professional assessments will be incorporated into the IEP and provision made to carry out the strategies and help the child meet their targets.**
- **The SENCO and class teacher together with the parents will continue to monitor the progress of the child.**
- **If despite the professional advice and intervention so far the child's learning difficulties/disabilities are continuing to have a severe impact or their ability to gain access to the curriculum, then the next stage of the Code of Practice will be implemented, after consultation and agreement from the parents.**

STATUTORY ASSESSMENT

A request for Statutory Assessment may be felt appropriate and this can be asked for by the parents or the school, with the permission of the parents.

When a request for Statutory Assessment is made the SENCO will provide the LEA with copies of all documentation relating to the child's learning difficulties,/disabilities and the action taken to deal with these needs. The SENCO will provide assistance to the LEA and support to the parents whilst a Statutory Assessment is taking place.

If after all the assessment s have been completed by the LEA a STATEMENT OF SPECIAL EDUCATIONAL NEEDS is issued and St. Pius X Preparatory School is the school named in the statement then monitoring, support and review will continue to take place with the advice and assistance of the LEA.

An Annual Review meeting will involve the advice and assessment of all the professionals involved with the child. At the meeting the child's progress in all areas will be discussed, annual targets set and previous targets evaluated.

Core visits from the inclusion service form part of this advice/monitoring/evaluation procedure and are usually carried out twice a year.

8. LINKS WITH OTHER SCHOOLS.

Advanced planning in Year 5 is essential to allow appropriate options to be considered. The SENCO will assist parents in exploring the options available for children with learning difficulties/disabilities or statement of SEN.

The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

The SENCO from the Secondary school will be invited to a Transition meeting in Year 6 of any pupils with statements of SEN.

9. PARTNERSHIP WITH PARENTS.

At St Pius X Preparatory School we believe that a positive relationship with parents is vital to provide the best outcome for all our children. We are aware of the challenges faced by parents of children with learning difficulties/disabilities and SEN and seek to provide appropriate support throughout the intervention process.

The school handbook contains information about the Learning Support Department and parents are encouraged to discuss their concerns with the SENCO.

October 2009
Mrs C Evans.

Monitoring and Evaluation

Action Plan

- **Governors /SENCO regular meetings.**
- **Funding for Learning Support for Non-statement pupils to be discussed.**
- **Staff training and budget.**
- **Admissions policy**
- **Access to the curriculum**
- **Monitoring and evaluation**
- **Action plan/development plan for future.**

SEN Governor, SENCO regular meetings. Funding for Learning Support for Non stated children.
Staff training . Budget for equipment.