



## SPECIAL EDUCATIONAL NEEDS POLICY (SEN)

Basic information about the school's Special Educational provision consisting of the School SEN Coordinator and Intervention Teaching Department.

### 1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

A child has special educational needs if they have a *learning difficulty* which calls for special educational provision to be made for them, or has special talents, that significantly sets them apart from their peers. A child has a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age
- Are gifted and talented in a special field or in all curriculum areas.

Our Special Educational provision is defined as:

*"For a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for children of the child's age"* (Education Act 1996, Section 312)

The four main categories that these needs can be identified within are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Behavioural issues may be caused due to these areas and are no longer identified as a separate category, (0-25 SEND Code of Practice, DfE 2015). However, they may appear within SEN provision under the area of "General need", based on the definition of being self-disruptive behaviour that acts as a barrier to learning (Cameron 1998). All other forms of behaviour, including aggressive, physically disruptive, socially disruptive, and authority-challenging acts, will fall under the Behaviour policy, in line with the Behaviour chart system. (See separate policy).

A child will not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.



## 2. AIMS OF THE SCHOOL'S SEN POLICY

Children identified as having special educational needs will, like all children at St. Saviour's school, be encouraged to take advantage of the opportunities offered by the school to attain their full potential in all areas of school life: academic, social and personal. They are then ready to play a productive part in a democratic society and move forward to the next stage with a wide range of abilities, aptitudes and interests. Our main aim is for those, whose areas of development are giving cause for concern, to have appropriate support so that they can minimise their potential.

The graduated response (DfE 2015) starts once it is decided that a child have SEN and as soon as provision is made. Within this graduated approach we will refer to the varying responses as *SEN support*.

## 3. SEN SUPPORT

This is when a class teacher, subject teacher, or other professional, identifies a child with SEN and provides interventions that are additional to or different from those provided as part of the usual differentiated curriculum strategies.

At the first stage, the Intervention Department, including the SENCo, will offer advice and suggestions for the student. Upon review of data and observations, the child may then be allocated an Individual Education Plan, written by the Intervention Department in conjunction with the class teacher.

The class and subject teachers remain responsible for working with the pupil on a daily basis and for planning, and the Intervention Department will take lead responsibility for delivering the IEP. Likewise, the Intervention Department will lead in:

- Planning future interventions for the pupil in discussion with colleagues
- Monitoring and reviewing the action taken.

The Intervention Department is responsible for the day to day operations of the school SEN policy and for coordinating the support provision for pupils with SEN, particularly through the Teacher concern forms and IEPs.

**All Staff** are responsible for meeting the individual needs of pupils in their teaching groups. Every teacher is a teacher of the SEN pupil. The Intervention Department will advise teachers on ways of using SEN in lessons to help meet the needs of pupils. The Intervention Department follow the Intervention 1:1 model to support the attainment of targets set within the IEPs. They will also maintain copies of the whole school SEN register which is reviewed termly.

Parents of pupils with SEN will be informed as soon as the school feels that intervention is needed to support their child's learning. They will be consulted to review their child's progress and may also wish to become involved in helping to develop an IEP for the child. Parents will be given a copy of their child's current IEP. Parent of pupils on IEPs will have the opportunity to meet with the Special Needs Coordinator (SENCO) and/or their child's Intervention teacher at Parent Teacher Conference meetings and IEP review



meetings. Review meetings take place every mid-term, in order to ensure the students are on-track for meeting their targets or in the case that any modifications or special considerations may need to be made.

#### **4. SPECIAL EDUCATIONAL NEEDS SPECIALISM**

There are no SEN specialisms or special units at St. Saviour's School Ikoyi.

#### **5. INTERVENTION DEPARTMENT AND THE INTERVENTION MODEL**

The present level of staffing for SEN support consists of a full Intervention Department, each assigned to various students. Teachers are line-managed by the SENCO, who will work within the Intervention Department in the context of the School Improvement. (S.I.P)

Children that are on an IEP will receive focussed 1:1 support to develop their learning and have their targets addressed:

- If children have targets in only one subject area (English, Maths OR General cognitive functioning), they are entitled to receive x2 30 minute 1:1 sessions.
- If children have targets in two areas, they will thereby receive x4 30 minute 1:1 sessions.
- The children will receive this tutelage in a quiet teaching space, well-equipped with teaching resources. They will have follow-up work based on these targets, to return to class with and work independently on.
- As children begin to consistently meet their targets, the Intervention team and the Class teacher will discuss data and progress.
- Intervention teachers will then gradually phase their support back within the classroom environment, until such time that it is agreed the child no longer requires Intervention (e.g. class work and the data show consistent improvements above the threshold).

Parents are expected to take an active role in supporting the child and their targets within the home, through the advice given within the IEPs.

#### **6. SEN BUDGET**

The SEN budget is managed by the Head teacher and is approved by the Board of Management who take a whole school approach to decide an allocation of budget.

#### **7. IDENTIFICATION AND ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES**

The school provides information diagnostic testing which may lead the Intervention Department to recommend formal diagnostic assessment from an external agency. This will be at the parent's discretion and only in full discussion with the SENCO and the direction and approval of the Head teacher. Under case-



specific circumstances, the Head teacher has full authority to insist upon this assessment requirement. The identification and assessment arrangements for SEN include information from parents, as well as the class teachers.

Identification and Intervention processes involve, and are not fully exclusive to:

- Subject based assessment, including CAT4 (cognitive ability test)
- Class teacher reports concerns about the development of an individual pupil
- Observations by the SENCO
- The Intervention department work with other teachers in offering some diagnostic assessment of the pupil's special needs
- Children receive withdrawal or in class support lessons with one Intervention teacher
- Early morning booster sessions
- Small focussed-group subject specific sessions

## 8. IEP FORMULATION

In conjunction with the Intervention teachers the class teachers will devise targets that specific areas of need for their students who are on the SEN Register. The learning support programme is formulated in conjunction with the Intervention teachers and the allocated Department-member will write **SMART** (Specific, Measurable, Attainable, Relevant, Time- bound) targets, under the supervision of the SENCO. These goals will be subject to mid-term review, and end-of-term evaluation. Parents are invited to discuss the mid-term review scores should there be any concerns. The Intervention team will also meet for discussion. It is at this point, that the targets have the capacity to be updated should the student be beyond the target set, or in need of a more specific goal.

## 9. REVIEW OF IEPs

An updated IEP Register is submitted to the SLT at the beginning of each term with dates of formal review. Assessment and testing are the responsibility of the Intervention teachers in conjunction with the class teachers. Every year the Intervention teachers submit a review of the success of learning support to their line manager and the SLT.

The review procedures for the pupils with special needs involve Intervention teachers working with teachers, and under the supervision of the SENCO where required. Every half-term the Intervention Department meet with the SENCO, to review the progress of individual SEN pupils within that department and to discuss whether or not they are making appropriate progress. The Intervention teachers then liaise with the class teachers and, if a pupil is felt to be making insufficient progress towards their targets, then additional *SEN support* may be considered.



## **10. PROVIDING ACCESS TO THE CURRICULUM**

We aim to give pupils of all abilities access to be balanced and broadly-based curriculum, including the National Curriculum. The arrangements for this educational provision are a shared responsibility. Senior management take this into account when reviewing and planning the curriculum, allocating resources and arranging the timetable.

## **11. INTEGRATION WITHIN THE SCHOOL**

All pupils, whatever their abilities, are first and foremost pupils of St. Saviour's School. The school aims for the social integration of SEN pupils in all curriculum areas. Staff, parents and pupils are kept informed about the organisational groupings of each year group. Inclusion for children with SEN is the meeting of their needs within class according to best endeavours, and all staff are supported and encouraged to make accommodation to the teaching and learning environment, in order to enable this, as well as appropriate modifications to the learning programs, in line with the assigned IEPs.

## **12. EVALUATION CRITERIA FOR THE SUCCESS OF SEN PROVISION**

The criteria that will be used to evaluate the success of the School's SEN Policy include progress in any of the following areas: (all progress must be evidenced).

- Positive changes in pupil's behaviour, including ability to organise and focus
- Improvements in reading/ spelling/mathematics
- Data results in assessment
- Improvements in attendance
- Increased motivation to learn
- Increased self esteem
- Reduced incidences of negative behaviour
- Visible improvements to peer relationships
- Greater organisational and time-keeping skills

The Intervention Department will submit a report on the success of the school's SEN policy to the head teacher once per year or as required.

## **13. COMPLAINTS PROCEDURE**

Any parents wishing to complain about Special Educational provision in the school should follow the general school complaints procedure. Complaints should initially be taken up with the Head teacher. If parents are not satisfied that the complaints have been dealt with adequately, the matter can then be referred to the Chairman of the Board.



#### **14. SEN IN-SERVICE TRAINING**

Plans for the SEN In-Service Training (INSET) and professional development of staff are coordinated by the Head teacher and SEN department. SEN In-Service Training is then arranged, on a whole school or key stage basis as appropriate. Training may take the form of working with outside agencies or guest speakers or may be in house with the SEN Department working with other departments for the training of fellow teachers. The training needs of the Intervention Department and learning support are met through attendance of short courses at higher education within the school guidelines.

#### **15. PARTNERSHIP WITH PARENTS**

It is the school policy to work as partners with parents and to involve parents in their child's education as much as possible. We recognise the importance of parental contributions in the assessment and decision-making surrounding children with Special needs and seek to have an open dialogue with them regarding the progress of their child.

Contact from the school may be in the form of letters, reports, and notes in the school diary, contact by telephone, Parent-Teacher Conference, review meeting and the annual review meetings. Copies of IEPs are given to all parents. At the review of IEPs parents will have the opportunity to meet with the SEN Department and/or their child's Intervention teacher. Parental views on the progress of their child form a valuable part of the review procedure.

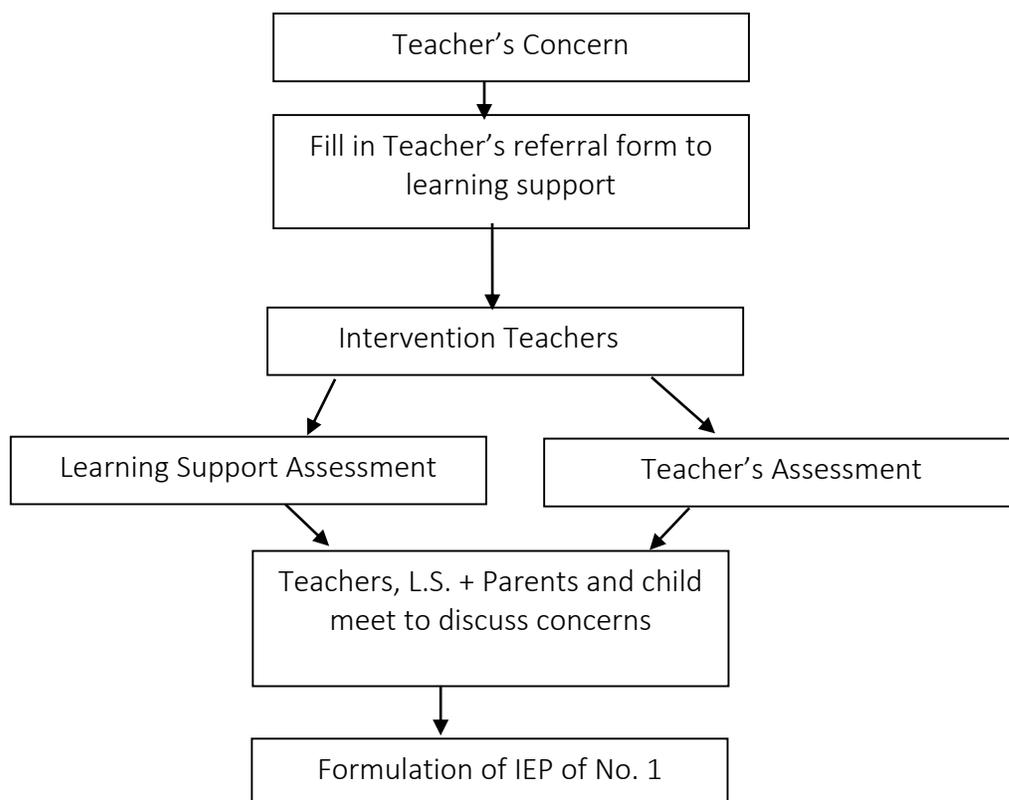
#### **16. CHILD PROTECTION**

The designated Safeguarding Lead is the point of contact in school for all issues relating to child protection. This is a separate role to that of the SENCO.



## ASSESSING A CHILD FOR SEN PROVISION

### ST. SAVIOUR'S SCHOOL IKOYI SEN IDENTIFICATION & ASSESSMENT FLOW CHART



Policy established and agreed:	April 2011
Policy review cycle:	Annual
Policy reviewed:	Lent 2020
Date of next review:	Lent 2021
Member of staff responsible for the policy:	Ms Oliver (SENCO)