



Oratory R.C. Primary School

Special Educational Needs Policy

The new SEN Definition

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

"Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them."

(Code of Practice September 2014)

Identification, Assessment and Provision

This SEN Policy works alongside and in conjunction with The Local Offer offered by the Royal Borough of Kensington and Chelsea and various other school policies namely The Attendance Policy, The Pupil Premium Policy, and The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCo and all other members of staff both teaching and support staff, have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is differentiated and personalised is available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment

in specific subjects fall significantly outside the expected range may have special educational needs.

STEP 1

Some pupils experience delay in their learning and do not make expected progress for a variety of reasons. Some will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year by the school's tracking systems and parents kept fully informed. School rewards systems will be paramount at this stage to encourage self-esteem.

STEP 2

School funds can be used to provide specific interventions for delays as agreed by the senior leadership members. The support provided falls into the new SEN categories:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social Mental and Emotional Health
- ✓ Sensory and Physical

We have a policy of early intervention so that more intensive support will be offered between Years 1 and 3. We aim to reduce this by Year 4, however, should individuals need intervention during upper Key Stage 2, they are supported subject to need, which is reviewed on a termly basis. It is to be hoped that there will be considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities.

A few pupils at the Oratory Primary School (including looked after children, those whose parents are in the armed forces, and those who receive free school meals) receive an allocation of monies known as Pupil Premium. This money can also be used to provide interventions which support groups including those who receive Pupil Premium funding. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs should be presented to the Governors on an annual basis and reported to parents on line on the School website

Rewards for the children via the school reward system will be paramount during this stage.

STEP 3

If classroom teachers have evidence that certain children are still not making good progress they will refer children to the SENCo who will arrange intensive **ADDITIONAL SEN SUPPORT** in any or all of the four areas

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, mental and emotional health
- IV. Sensory and /or physical.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place: 1 Assess; 2 Plan; 3 Provide; 4: Review. This will be known as graduated support.

Specialist Services and teachers with additional **specialist** qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child (this can include the CT, TAs and parents/carers at home).

Where a pupil is receiving Additional SEN Support, we aim to meet parents termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

Individual pupil progress at **Additional SEN Support Level** will be monitored three times per year by the school tracking system and personally by the Head-teacher in conjunction with parents and the SENCo. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCo and Head-teacher.

STEP 4

Should children still not be making appropriate progress at an acceptable level, the formal assessment procedures for an **Education Health and Care Plan** will be started by the SENCo in conjunction with the parents and other specialist services, following the legal assessment procedures outlined in the Local Offer by the Royal Borough of Kensington and Chelsea.

Details of these arrangements are available from the SENCo at the school.

Ratified by Governors 3rd December 2019

To be updated December 2020