

WHOLE SCHOOL INDIVIDUAL NEEDS POLICY

Definition of Special Educational Needs:

'A Child or Young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010.' This definition includes children whose 'special needs' are diverse, but does not automatically, in the St Chris setting; include all those who have active learning enhancement interventions.

Children must not be regarded as having a learning difficulty solely because of language or form of language of their home, if it is different from the language in which they are taught.

1. Explanatory foreword:

- 1.1 The term 'SEN' is used in this document to refer to all pupils with learning difficulties and/or disabilities some of whom have disabilities as defined under the Equalities Act (2010).
- 1.2 Some students may have Statements of Special Educational Need or Education Health Care Plans (EHCP). This would incorporate children with EAL (English as an Additional Language) needs who also have identified additional needs. For further details on EAL provision, please see EAL Policy document.
- 1.3 St Christopher's response to SEN pupils' needs is coordinated by the Joint Co-ordinator of Individual Needs.

2. The Individual Needs Department's aims for all pupils with SEN are:

- 2.1 to ensure that all pupils with SEN including mobility difficulties receive the support they need to become independent learners, working alongside their peers, achieving their full academic potential
- 2.2 to listen to the voice of the pupil and involve them in the planning of their education
- 2.3 to ensure all pupils take a full and active part in school life
- 2.4 to provide a differentiated curriculum appropriate to the individual's needs and abilities
- 2.5 to ensure the identification of all pupils requiring SEN provision as early as possible
- 2.6 to ensure that parents/carers of SEN pupils are kept fully informed of their child's progress and attainment ensuring every effort is made to maintain an open dialogue between staff and carers
- 2.7 Where the policy relates to pupils with a Statement of Special Education Need or EHCP, it has been written with regard to the Special Educational Needs (2015) Code of Practice and this Policy will be monitored and evaluated according to changes within the Code of Practice. The school recognises that it is good practice to identify, assess, plan, do and review.

3. Identification, assessment and provision

- 3.1 All teachers will ensure that pupils requiring different or additional support are identified.
- 3.2 Lessons are planned to address potential areas of difficulty and remove barriers to pupil achievement.
- 3.3 The School will identify and assess pupils' SEN needs through:
 - 3.3.1 admissions procedure, assessment and interview
 - 3.3.2 records from previous schools
 - 3.3.3 information from parents/carers
 - 3.3.4 evidence obtained through teacher observation and class assessment
 - 3.3.5 evidence obtained through I, II and III Group screening
 - 3.3.6 the use of individual assessment of Reading Accuracy, Reading Comprehension, Spelling, Cognitive Ability Tests (CATs), in Years 4 and 6, as well as standardised scores arising from other forms of ability and attainment testing.
 - 3.3.7 Where necessary, specialist diagnostic assessment will be used at additional cost.
- 3.4 The procedures used by the School for provision of the needs of SEN pupils are:
 - 3.4.1 Individuals may be assessed to identify difficulties, with the permission of parents/carers
 - 3.4.2 referral to outside agencies when deemed necessary
 - 3.4.3 withdrawal programme for support from Specialist Teachers and LSAs; individual tuition tailored and pertinent to the individual's needs
 - 3.4.4 in-class support where necessary
 - 3.4.5 in-class one-to-one support where necessary
 - 3.4.6 placement on the IN Register – to communicate to teachers regarding an individual's pattern of strengths and weaknesses, how this impacts on their learning in class and suggested recommendations. The use of this register is under review as the introduction of Individual Needs Passports comes on line over the year 2017-18.
 - 3.4.7 The Coordinators of Individual Needs are available for subject teachers to discuss the individual needs and difficulties of pupils within their class or company
 - 3.4.8 Dyslexia Checklist in the Teacher Planner
 - 3.4.9 Provision of Access Arrangements for GCSE/GCE examinations eg. extra time, a reader, word-processing or a scribe
 - 3.4.10 quiet areas for pupils to reflect or take 'time out'
 - 3.4.11 the School also recognises that the most able pupils in the school may have particular learning needs – see the Able, Gifted and Talented Policy.

4. Admissions

- 4.1 It is pertinent to refer to the admissions process and its design to ensure that children who attend St Christopher, can cope with the rigours of our curriculum and that we can meet their needs adequately (see Admissions Policy).

5. The Role of the Co-ordinators of Individual Needs

- 5.1 The Co-ordinators of Individual Needs is specifically responsible for the coordination of SEN provision, reporting to either the Deputy Head of the Senior School; or Head of the Junior School, as applicable.
- 5.2 Responsibilities include:
 - 5.2.1 the overseeing of the day-to-day operation of the policy
 - 5.2.2 coordination of the provision for pupils with SEN
 - 5.2.3 management of Learning Support Assistants
 - 5.2.4 liaison with carers, outside agencies including Education Authorities, Health workers and Social Care (when appropriate)
 - 5.2.5 contributions to in service training and support
 - 5.2.6 co-ordination of the school's adherence to regulations regarding the management and review of Statements of SEN or EHCPs

6. The Senior School SEN team:

- 6.1 Joint Co-ordinator of Individual Needs: Karen Hoyle & Liz Miller
- 6.2 Specialist Teachers: Cordy Lewis, Karen Hoyle, Rhoanna Newman, Liz Miller and Laura Smith
- 6.3 Learning Support Assistants (LSAs): Jane Miller, Natalie Wooding, Jess Maddams, Sally Smyth and Marie Overhill

7. The Junior School SEN team:

- 7.1 SEN Coordinator and Individual Needs Teacher: Clare McComb
- 7.2 1-1 in-class support: Jo Pitts
- 7.3 1-1 individual needs: Andrew Duffell

Rich Jones
Deputy Head

Approved by Governors September 2017
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