

# **Corpus Christi Catholic Primary School**

## **Special Educational Needs Policy**

## **Corpus Christi Catholic Primary School**

### **Special Educational Needs Policy and Guidelines**

**Address: Dunsmuir Grove  
Gateshead  
NE8 4QL**

**Head Teacher: Mrs C Ingle**

**Policy and Guidelines revised: September 2014**

**To be reviewed: September 2015**

**Special Educational Needs Team:**

**SENCO: Miss D Blackie**

**SEN support staff: Mrs T Hoban – Literacy**

**Mrs A Arbon – Numeracy**

**Chair of Governors: Mrs M Robson**

**Designated Governor for SEN:**

**Designated Member of Staff for LAC: Mrs C Ingle**

#### **Links to other Documents, Guidelines and Policies**

This document should be read in conjunction with the following:

- Special Educational Needs Code of Practice (2001)
- Special Educational Needs and Disability Act 2001
- LA Policy and Guidelines
- Gateshead LA SEN Professionals' Handbook
- Inclusive Schooling: Children with SEN (2001)
- Accessible Schools (2002)
- School specific policies on:
  - Teaching and Learning
  - Assessment
  - Behaviour
  - Child Protection
  - Anti-Bullying
  - Equal Opportunities

## **Our Mission Statement**

Corpus Christi is a friendly school, which endeavours to create a family atmosphere. All members of staff strive to make pupils feel welcome, secure and highly valued. In developing this caring atmosphere, we are committed to creating a Christian educational environment, which is specifically Roman Catholic.

We aim to ensure that the curriculum provided is delivered sympathetically to meet the needs of each individual child, enabling growth in understanding and the acquisition of those skills, attitudes and values necessary for life.

We endeavour to make prayer, worship and liturgy real educational experiences for all members of our school community; enabling everyone to develop within their own faith journey as they travel onwards through life, outwards to others and inwards to God.

At Corpus Christi, we recognise that many pupils will have special needs at some time during their school life. Our overall aim is to ensure that all children are supported as necessary in order that they may work confidently towards reaching their full potential. The following, more specific aims, are geared towards achieving that.

### **Aims**

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible.
- To ensure that pupils with SEN take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEN are involved, wherever practical, in decisions affecting their SEN provision.

In implementing this policy, which reflects the philosophy and fundamental principles of the Code, we believe that pupils will be helped to overcome their difficulties.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

To achieve our main aims it is necessary to:

- adopt a whole school approach to identification, assessment and provision for children with special educational needs
- view our special needs provision as an ongoing, developing process
- provide appropriate support from the Learning Support Teacher, which enables all children to have access to the whole curriculum, including the National Curriculum
- provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum
- incorporate special educational needs procedures including individual education plans (IEPs) into curriculum planning
- develop an effective partnership between school, parents and outside agencies including Social Services
- encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs

- ensure that the assessment and record-keeping system provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- ensure all those involved with children with special educational needs work as a team with the school's main aim in mind
- monitor those procedures which have been put into place to ensure children with SEN make significant progress as they move through the school.

## **Definitions**

*“The Code sets out guidance on policies and procedures aimed at enabling pupils with SEN to reach their full potential, to be included fully in their school communities and to make a successful transition to adulthood. For the vast majority of children their mainstream setting will meet all their special educational needs. Some children will require additional help from SEN Services or other agencies external to the school. A very small minority of children will have SEN of a severity or complexity that requires the LA to determine and arrange the special educational provision that their learning difficulties call for”.*

(SEN Code of Practice, Paragraph 1:2)

## **Definition of Special Educational Needs in the SEN Code of Practice**

Children have special educational needs if they have a learning difficulty which 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; or

have a disability which 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 education authority

are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision means:

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area

for children under two, educational provision of any kind.

(See Section 312, Education Act 1996)

### ***Definition in the Disability Discrimination Act 1995***

*“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”*

*Section 1(1), Disability Discrimination Act 1995*

A child may be covered by either one or both of the above definitions.

### **The Special Educational Needs Code of Practice**

At Corpus Christi school we have due regard for the SEN Code of Practice when carrying out duties towards all pupils with SEN and ensure that parents are notified when SEN provision is being made for their child.

### **Areas of Need**

The SEN Code of Practice identifies four distinct areas of special educational needs. Children may have needs that fall within one area or have needs that fall across two or more. The nature and severity of the needs will impact to varying degrees upon the child's ability to function, learn and succeed.

The identified areas of need are:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development, and
- sensory and/or physical.

Children whose difficulties are solely due to the home language differing from the language in which she/he is taught are not identified as having SEN.

### **Communication and Interaction Difficulties**

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

### **Cognition and Learning Difficulties**

Children may experience general or specific learning difficulties and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Specific learning difficulties include, for example, dyslexia and dyspraxia.

### **Behaviour, Emotional and Social Development Difficulties**

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

## **Sensory and/or Physical Difficulties**

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be registered on either the school's Medical Register or SEN List or both.

## **Admissions**

The Governing Body believes that the admission criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice. (Ref: SEN Code of Practice, Paragraph 1:33)

## **Inclusion**

This policy recognises that the special educational needs of children should normally be met in mainstream schools or settings and that all children have an entitlement to a balanced, broadly based curriculum.

This policy reinforces the need for teaching, which is fully inclusive

## **Allocation of Resources**

The Governing Body will ensure that resources are allocated to support appropriate provision for all pupils requiring SEN and in meeting the objectives set out in this policy.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body, in consultation with the Head Teacher, determines the school's general policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- ensures appropriate provision is made for any child with SEN
- reports annually to parents on the school's policy for children with SEN
- ensures all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- appoints a representative of the Governing Body to oversee SEN provision
- ensuring that pupils with SEN are fully involved in all school activities
- ensures that provision is made for Looked After Children
- ensure they are fully involved in developing and subsequently reviewing SEN policy
- reports to parents on the school's SEN policy including the allocation of resources from the school's devolved/delegated budget.

## **The Headteacher**

The Headteacher's responsibilities include:

- the day-to-day management of the school including the SEN provision
- keeping the Governing Body well informed about SEN within the school
- working closely with the SENCO
- informing parents of the fact that SEN provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## **The Special Educational Needs Co-ordinator (SENCO)**

The SENCO play a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating the provision for pupils with SEN
- liaising with and giving advice to fellow teachers
- overseeing pupils' records
- liaising with parents
- contributing to the in-service training of staff
- liaising with external agencies, LA Support Services, Health and Social Services, Connexions
- to lead, in consultation with SEN specialists, on the development of IEPs at school action plus
- ensuring liaison with parents and other professionals in respect of children with SEN
- advising and supporting other practitioners in the setting
- ensure that relevant background information about individual children with SEN is collected, recorded and updated

The Governing Body and Headteacher will give due consideration to the SENCO's timetable and allocate appropriate non-contact time to enable the SENCO to fulfil the main responsibilities of the role. The Governing Body will also ensure that the SENCO has an appropriate level of administrative support to ensure that the role can be exercised efficiently and effectively.

## **The Class Teacher**

**The SEN Code of Practice clearly acknowledges the important role fulfilled by the class, whose responsibilities include:**

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN

- working with the SENCO to decide the action required to assist the pupil to make progress
- working with the SENCO to collect all available information on the pupil
- in collaboration with the SENCO, develop IEPs for pupils with SEN (School Action)
- working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- developing strong relationships with parents
- encouraging pupils to participate in decision-making
- working with Looked After Children and help them to develop a Personal Education Plan

### **Identification, Assessment and Provision – Whole School Approach**

At Corpus Christi we have adopted a whole school approach to SEN policy and practice. Pupils identified as having SEN are included in mainstream classes. The school makes every effort to ensure pupils with SEN have full access to the National Curriculum and that they are actively involved in all aspects of school life.

The SEN Code of Practice makes it clear that all teachers are teachers of pupils with special education needs. At Corpus Christi we recognise that all teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, for ensuring that those pupils requiring different or additional support are identified at an early stage.

### **Identification and Assessment**

The school recognises the importance of early identification, assessment and provision for children with special educational needs. To assist in the early identification of these children, the school uses a variety of assessment and screening tools, which, together with National Curriculum assessment, enable the school to assess children's achievement and evaluate their progress. The school makes full use of information that is passed on when children transfer between phases or move in from another school, and is responsive to any information or expressions of concern passed on by parents/carers.

The school will carry out screening and assessment and monitor pupil progress using:

- Evidence obtained by teacher observation/assessment
- Baseline Assessment
- PIPs Data
- PIVATS Data
- Year 4 Mathematics Tests
- Year 4 English Tests
- Year 4 Non-verbal Reasoning Tests
- Vernon Spelling Test
- Neal Analysis Reading Test
- Bury Infant Check

- Salford Reading Test
- Continuous Teacher Assessment
- National Curriculum Assessment
- Records of Achievement
- Monitoring Reports
- Information from other schools
- Information from parents/carers
- Information from children

### **SEN Provision**

On entry to Corpus Christi each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities and attainment and will be used to ensure continuity of learning as a child moves through Key Stages.

The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO/class teacher will use the records to:

- provide starting points for an appropriate curriculum
- identify the need for targeted support within class
- assess learning difficulties
- ensure on-going observations/assessments provide regular feedback on achievements/attainment and inform future planning
- involve parents in a joint home-school learning approach
- involve pupils in planning/agreeing their own targets

### **The Range of Provision**

The main types of provision made by the school are:

- full-time education in class with additional support through a differentiated curriculum
- short periods of withdrawal to work with a support assistant for a specific purpose
- support from specialists within class or as part of a planned withdrawal programme (usually School Action Plus)
- support from Social Services for Looked After Children

### **Monitoring Pupil Progress**

Teaching pupils with SEN is a whole-school responsibility. The core of a teacher's work involves a continuous cycle of planning, teaching and assessing, while taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

Progress is the crucial factor in determining the need for additional support.

Adequate progress will vary according to individual needs and differences but may include progress that:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- shows an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO will be consulted. The SENCO and teacher will review the strategies and approaches that have been adopted. Where support additional to that of normal classroom differentiation is required, it will be provided through Early Years/School Action.

If, after further consideration, a more sustained level of support is needed, it will be provided through Early Years/School Action Plus. Where concerns remain despite sustained intervention at Early Years/School Action Plus, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage.

The school also recognises that parents have a right to request a Statutory Assessment.

### **Individual Records**

At Corpus Christi school we will record the steps taken to meet pupils' special educational needs. The SENCO will maintain the records and ensure access to them.

### **The Graduated Response**

The SEN Code of Practice advocates a graduated response to meeting pupils' needs. When pupils are identified as having SEN, the school will intervene through School Action and School Action Plus.

### **Assessing and Meeting Needs Using the Graduated Response**

#### **Early Years Action**

When an early education practitioner, who works day-to-day with the child, or SENCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the settings usual curriculum and strategies.

The trigger for intervention through Early Years Action will usually be the practitioner's or the parent's/carer's concern about a child who, despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas

- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

For children within the Early Years phase, the process of identification and action will be as follows:

- the SENCO and the Nursery teacher meet regularly to discuss the children's progress. During the early stages of identification they keep a 'watching brief' allowing some time to decide whether there appears to be a real special educational need or whether it is a maturation issue
- concerns are discussed with parents/carers
- when a child is felt to need differentiation which is additional to or different from the usual Early Years routine(s), an IEP is written in consultation with parents/carers and the child is involved as appropriate

### **Early Years Action Plus**

Early Years Action Plus is characterised by the involvement of external support services that can help early years settings with advice on new IEPs and targets, provide more specialist assessments, give advice on the use of new of specialist strategies or materials, and in some cases provide support for particular activities.

A request for help from external services will normally be made following a decision taken by the SENCO and colleagues, in consultation with parents/carers, at a meeting to review the child's IEP.

The trigger for referral to outside agencies will usually be that, despite receiving an individualised programme and/or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at an early years curriculum substantially below that expected of children of a similar age
- has emotional or behaviour difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **School Action**

When a class teacher/subject teacher or the SENCO, identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual curriculum and strategies.

The trigger for intervention through School Action will usually be the teacher's or other's concern about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with colleagues, will support the assessment of the pupil and contribute to planning future support. The class teacher/subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be kept informed of the action taken and the results achieved.

### **Support Available within School Action**

Learning Support Teacher: Literacy: Mrs T. Hoban

Learning Support Teacher: Numeracy: Mrs A Arbon

### **Nature of Intervention at School Action**

The SENCO in collaboration with the class teacher/subject teacher will decide the action required to help the pupil make progress.

Action could include:

- provision of alternative learning materials/special equipment
- group support
- provisions of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to LA support services for advice on strategies, equipment or staff training

The targets focusing on the child's SEN and the action agreed will be recorded in an Individual Education Plan

## **School Action Plus**

At School Action Plus, external support services, both those provided by the LA and those provided by other agencies, collaborate with us at Corpus Christi in planning and providing for the pupil. They provide specialist assessments that can inform planning and assist the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and, in some cases, provide support for particular activities.

The trigger for School Action Plus will usually be that, despite receiving an individualised programme and support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Parental consent will be obtained before any external specialist is consulted about a pupil.

Subject to parental consent, specialists from the support services will be given access to pupil records in order to understand the strategies employed by the school and the targets set and achieved. They may be asked to provide assessments and advice and may work directly with the pupil.

The specialist will normally assist the school in drafting an IEP that may incorporate specialist strategies to be implemented by the class teacher and learning Support teacher.

## **Requests for Statutory Assessment**

Corpus Christi school will consider making a proposal to the LA for a Statutory Assessment when, despite an individualised programme of intervention within School Action Plus, the child remains a significant cause for concern.

(A Statutory Assessment may also be requested by a parent or outside agency.)

Prior to making a request for statutory assessment the school will have the following information available:

- the action followed at School Action and School Action Plus
- the pupil's IEPs
- records and outcomes of regular reviews
- information on the pupil's health and relevant medical history
- National Curriculum levels (including reference to P-levels where appropriate)
- Literacy/Numeracy attainments

- other relevant assessments from specialists such as support teachers and educational psychologists
- the views of parents
- the views of the child
- where appropriate, reports from external agencies (e.g. Social Services, Education Welfare Service)
- information about any other involvement by professionals

The school acknowledges that a request for a Statutory Assessment may not always be agreed by the LA and, even if agreed, does not inevitably lead to a Statement.

### **Annual Review Procedures**

For a child who has a Statement of Special Educational Needs, the LA has a statutory duty to review his/her statement, at Least annually. The head teacher will organise these reviews and invite:

- the child's parent(s)
- the child (for at least part of the meeting)
- the class teacher
- the SENCO
- a representative of the LA
- any other professional either the LA or Headteacher consider appropriate.

The SENCO, and/or Headteacher, will:

- maintain a calendar of review dates
- determines who should be invited to attend each meeting (at a minimum this would include the SENCO, the parents/carers, an LA representative and the designated medical officer)
- plans Annual Review meetings at least two months in advance and contacts professionals by letter
- seeks written advice on the child's progress from all invited to the meeting, including the parents/carers, at least two months in advance
- seeks the views of the child and invites him/her to all or part of the meeting
- provides parents/carers with guidelines for completing an Annual Review Advice Form and offers assistance as appropriate
- sends out formal invitations to parents/carers by letter, giving at least two weeks notice, advising them that they may bring a friend or relative to the meeting
- at least two weeks before the meeting, circulates the educational advice, the pupil's views and any other reports or advice that have been submitted
- allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The review will:

- assess the child's progress towards meeting the objectives within the statement;
- review the educational progress made by the child;
- consider the effectiveness of the statement in the light of the child's progress;
- set new targets for the coming year;
- determine whether amendments to the statement are necessary
- record information which the school and other professionals can use to plan provision and support for the child

### **The Annual Review Meeting**

The meeting will consider the following questions:

- What are the child's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the statement?
- What progress has the child made over the past year, especially in relation to each SEN?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the IEP?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LA be recommended to cease to maintain the statement?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Reviews in the chronological year prior to secondary transfer must indicate the provision required in secondary school. Records of these reviews will be submitted to the LA no later than 30 November each year to enable the LA to amend each child's statement as necessary and name the appropriate secondary school before the deadline in mid-February.

The SENCO of the appropriate secondary school will be invited to attend the final review in Year 6. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to meet with a key member of staff from the secondary school.

With due regard for the time limits set out in the SEN Code of Practice, the head teacher will write a report of the Annual Review meeting and send it, with the supporting documentation, to the LA who will complete the review process. The school recognises that it is the responsibility of the LA to decide whether to maintain, amend or cease to maintain a statement of SEN.

### **In-Service Training**

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. When particular issues related to SEN arise, a staff meeting agenda will be set aside to deal with them and relevant external professionals will be invited to contribute, as appropriate.

The SENCO (head teacher or representative) will attend relevant courses and will ensure that all staff are familiar with developments in relation to SEN. Standards Fund allocations in respect of SEN will be utilised to the full.

Training, for both teaching and non-teaching staff will be provided as necessary and the SENCO will ensure that all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. Priorities for training in relation to SEN will be specified within the School Improvement Plan.

The designated Governor will give feedback to the whole Governing Body on SEN provision at termly governor's meetings and also to parents at the Annual Parents Meeting.

Governors will be given the opportunity to attend professional training days including those that focus on SEN.

All staff will be encouraged to attend courses that help them to acquire and further develop the skills needed to work with pupils with SEN.

### **Partnership with Parents/Carers**

At Corpus Christi school *we* firmly believe in developing a strong partnership with parents/carers and that this will help children and young people with SEN to achieve their potential. We recognise that parents have a unique overview of a child's needs and how best to support them and that this gives them a key role in the home/school partnership.

### **Pupil Participation**

At Early Years Action, Early Years Action Plus, School Action and School Action Plus, we will:

- involve the child (where appropriate) in decision making about the methods for meeting their individual needs
- discuss the purpose of the assessment arrangements and the implications of the Individual Education Plan (IEP) with the child

- encourage the child to comment on his or her SEN provision in an appropriate way
- encourage the child's active participation in the implementation and monitoring of the IEP
- invite the child to attend all or at Least part of review meetings, as appropriate, preparing them carefully to enable them to contribute effectively
- aim to further develop the child's self-confidence and self-esteem.

### **Links With External Agencies/Organisations**

At Corpus Christi School we recognise the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEN.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEN:

- Psychological Service
- SEN Support Service (SENSS)
- Behaviour Support Service (BSS)
- The Health Trusts
- Medical officers
- Speech therapists
- Physiotherapists

### **Criteria For Success**

Corpus Christi School will consider its policy for Special Educational Needs to be successful when children with needs are:

- Making progress, which is measurable against SMART targets
- Working to individually tailored education plans
- Accessing a broad and balanced curriculum through differentiation.

### **Admissions Policy**

Pupils with Special Educational Needs will be admitted to Corpus Christi School in accordance with the agreed admissions policy.

### **Complaints Procedure**

The school's complaints procedure is outlined in the School Prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **Monitoring, Evaluation and Review of the SEN Policy and Guidelines**

This document is subject to annual review as part of the cycle of whole school self-evaluation. The outcomes of this review are used to inform the School Improvement Plan. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in the light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by Head Teacher and Deputy Headteacher
- Termly evaluations of the quality of IEPs
- Collation of children's and parent's/carer's comments following review meetings.