



ST PIUS X  
CATHOLIC PRIMARY SCHOOL

Part of the Nicholas Postgate Catholic Academy Trust

# **Special Educational Needs (Inclusion) Policy**

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At St Pius X School, our vision for children with special educational needs and disabilities is the same as for all children - that they fulfil their potential through enjoying, achieving and celebrating their learning by keeping Christ at the centre of all they do. Children at St Pius X have high aspirations and are aware that they are known, valued members of their community.

We believe that all children have an equal right to an education which enables them to fully develop their personal, social and intellectual potential and become lifelong learners fulfilling their Christian mission and moral purpose.

We have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs. We see high quality provision as essential and believe that channelling our energies into working closely together as a family of Catholic schools to provide outstanding education will bring high aspirations into reality.

## Special Educational Needs (Inclusion) Policy

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## **STATEMENT OF INTENT**

At St Pius X School, we aim to ensure that the curriculum provides an opportunity for growth through the acquisition of skills and knowledge in a Catholic setting. We aim to create a school environment, which nurtures the whole child, allowing for the development of each individual's potential, providing a framework for living where sound relationships can be established and the dignity of the individual is nurtured and valued.

This policy is a statement of the aims, principles and strategies for teaching and learning of Special Educational Needs in St Pius X School. It has been devised through consultation with governors and members of staff. St Pius X Primary School has a named SENDCo (C. Green), and a named Governor responsible for SEND. They ensure that the St Pius X Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. As with all our other documentation, it must be read in conjunction with our School Mission Statement and School Aims.

This policy will be reviewed annually as an integral part of the School Improvement Plan.

*Our mission, with Christ as our light is to:*

*Live every day to the full growing in confidence, independence and self-belief as we learn and discover the potential we have, using the gifts and talents God has given to us.*

*Learn and work as one, inspired by the teachings of Jesus, to share the light of his love in our homes, school and parish, and with our global family.*

*Love one another and grow together, living out the fruits of the Holy Spirit.*

### **Aims**

As outlined in the *SEND Code of Practice, 2014*;

*All children and young people are entitled to an education that enables them to make progress so that they:*

- *achieve their best*
- *become confident individuals living fulfilling lives*

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age and is within the four broad areas of need:

- communication and interaction
- cognition and learning,
- social, emotional and mental health difficulty
- sensory and or physical need

At St Pius X Primary School, our objectives are;

1. To identify and provide support for pupils who have SEND and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school.
4. To create a support structure to enable individuals to achieve.

### **Vulnerable Pupil Support Team**

At St Pius X Primary School, the needs of our pupils are monitored by the class teacher, the teaching assistants, the SENDCo, leadership team and Head of School.

### **The role of the SEND Co-ordinator**

The Special Educational Needs Co-ordinator for St Pius X Primary School is Miss Green.

The SENDCo will:

- Work in conjunction with staff to identify and monitor children who have SEND.

Level	Triggers	Process
Monitor	<p>If a child has been identified by the class teacher as failing to make progress they will monitor the child (Assess-plan-do-review cycle).</p> <p>Discussions will be held at Pupil Progress meetings.</p>	<ul style="list-style-type: none"> <li>• Areas of difficulty will be established.</li> <li>• Discussions with parents.</li> <li>• Some strategies and differentiation of the curriculum will be initiated.</li> <li>• Wave 1 interventions</li> </ul>
Vulnerable Pupil	<p>As above but the cause of lack of progress is believed to be due to:</p> <ul style="list-style-type: none"> <li>• Poor attendance and punctuality</li> <li>• LAC</li> <li>• Medical needs</li> <li>• Behaviour issues</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral Support Team will discuss the need at regular meetings</li> <li>Support may include:               <ul style="list-style-type: none"> <li>• Parent support</li> <li>• Play therapy</li> <li>• CAF</li> <li>• Behaviour contracts</li> </ul> </li> </ul>

SEND Support	<p>After a period of monitoring, if a child;</p> <ul style="list-style-type: none"> <li>Continues to make little or no progress over a longer period.</li> <li>Is working at curriculum levels substantially below that expected of a child of a similar age.</li> <li>Has sensory or physical needs and requires specialist equipment or regular advice or visits from a specialist service.</li> <li>Has an on-going communication or interaction difficulties which cause substantial barriers to learning.</li> </ul> <p>Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEND register.</p>	<ul style="list-style-type: none"> <li>Specific targeted support will be initiated. Parents will be invited to discuss available support and work with the teacher to complete a SSP.</li> <li>Further assessments may be arranged.</li> <li>Referral to outside agencies e.g. Educational Psychologist.</li> <li>Wave 2/3 interventions.</li> </ul>
EHCP	<p>If a child:</p> <ul style="list-style-type: none"> <li>Continues to make little or no progress in relation to specific targets.</li> <li>Continues to work at curriculum levels substantially below expectations.</li> <li>Requires specialist equipment or regular specialist support.</li> </ul> <p>It may be decided, in discussion with parents and multiagency partnerships that there is a need to apply for ECHP.</p>	<ul style="list-style-type: none"> <li>Plan and track targets.</li> <li>Work with support services.</li> <li>Work with parents.</li> </ul>

- Attend termly meetings with each year group to review progress.
- Oversee the SEND records of all children on the SEND register.
- Arrange for assessment where appropriate and ensure parents are informed.
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services etc.
- Work with the SLT and SEND Governor evaluating information and informing them of any issues.

### Identification, assessment and provision for pupils with SEND

- In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at Pupil Progress Meetings.

We also identify SEND needs through:

- Information directly given by parents.
- Data gathered from in-school assessments.
- Recommendations from other professionals; Health and Social Care etc.
- There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not

adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

## **Levels of identification of SEND need**

### **Pupil Progress Meeting**

Each term, a meeting is held by the SLT which includes SENDCo with every year group to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment. (Ref: Intervention strategies) Discussions are shared on progress and any continuing concerns where the SENDCo offers advice and support. Discussions are also held with parents to detail interventions that their child is having in school and additional meetings are held with the SENDCo to discuss progress where necessary. Assessments are carried out throughout the year which informs these meetings and targets are put in place for individuals.

SEN Support Plans (SSPs) are put in place for children with specific additional needs, such as;

- Physical aids/interventions
- Outside agency support (such as Speech and Language Therapy)
- Visual/Hearing impairments
- ASD 1:1 support
- Medical needs
- EHCP

Provision maps will be used to document provision for children on SEND Support.

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to review the need to remain on the SEND register.

### **Children with Educational Health Care Plans**

Where the SENDCo makes a referral for EHCP to the LA the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to. (See EHCP Pathway Appendix 1)

### **Monitoring**

The SENDCo evaluates the school's provision as part of the School Improvement Plan. The Designated Governor is kept informed about the SEND developments at governors' meetings and informal visits with the SENDCo.

### **Intervention strategies to support children with SEND**

Work is differentiated and individuals and groups are supported at the appropriate levels to provide specific, targeted interventions. There are numerous strategies that are used throughout the school.

<b>External Support Agencies</b> <b>Quality First Teaching</b> Wave 1	Daily in-class support with TA/Teacher Small group Maths and English support Dough Gym PIXL Toe by Toe Specific and targeted interventions Power maths power ups TT Rockstars
Wave 2	CAMHS Play Therapy Speech and Language Therapy Learning and Language Team support PIXL Therapies Small group interventions REACH support Early Help
Wave 3	Educational Psychologist Hearing/Visual Services Occupational Therapy Physiotherapy Services

When children require additional support, the SENDCo may also seek advice from other professionals, these include:

- Educational Psychologist
- SEND Support Team
- Speech and Language Team
- Counselling support services
- School nurse
- Hearing/Visual services
- Physiotherapy/OT
- These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

### **Supporting pupils with medical conditions**

St Pius X Primary School recognises that pupils with medical conditions should be fully supported so that they have access to all aspects of education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case schools will comply with its duties under the Equality Act 2010.

### **Supporting pupils with disabilities**

Not all children with disabilities have SEND, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair/walking frame.



Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements.

### **English as an additional language (EAL)**

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out.

### **Specific Learning Difficulty / Dyslexia**

St Pius X Primary School draws on the guidance and summaries of research as presented in the Rose report (2009) Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties.

#### **Definition**

St Pius X Primary School has adopted this definition along with the British Dyslexic Associations definition to underpin the policy and practice in relation to pupils with specific literacy difficulties (dyslexia).

Rose defined dyslexia: a learning difficulty that primarily affects the skill involved in accurate and fluent word reading and spelling.

#### **Description**

Pupils with specific literacy difficulties (dyslexia) present varying degrees of difficulty in aspects of the learning process, particularly in some of the prerequisites necessary for the acquisition of literacy. Such prerequisites include speed of processing language, memory skills, sequencing, following instructions, organisational skills, orientation, perception, phonological awareness and fine motor skills. They may demonstrate below expected rates of progress despite appropriate learning opportunities in reading and spelling. They may have difficulties in sequencing ideas and in forming words and sentences when writing; a few may have similar problems in spoken language. Disparity between potential and attainment often leads to low self-esteem, frustration and even social, emotional and behavioural difficulties.

#### **Identification**

St Pius X Primary School is committed to the early and accurate identification and recording of a pupils literacy needs through a rigorous school-based approach, as it is felt that the skills necessary to identify children with specific literacy difficulties (dyslexia) should be available within the school.

In accordance with the Rose Report (2009) St Pius X Primary School recognises that what matters most is not a diagnosis of dyslexia for our pupils but that pupil's difficulties with literacy learning are identified early and quickly addressed in ways that promote progress.

The initial identification of literacy difficulties will be achieved by:

- A pupil's literacy progress
- The class teacher and/or intervention teacher observation.
- Parent's comments and information.
- Evaluation of a pupil's response to literacy intervention and support programmes.

A pupil's literacy progress will be monitored formally using literacy assessments such as teaching assessment, phonics assessment and Talk for Writing assessments.

If a pupil is deemed to be struggling to progress in their literacy and show severe and persistent problems with accurate and fluent word recognition and spelling they will be referred to the SENDCo and to the Speech and Language Team for further assessment.

## **Specialist Assessment**

It is recognised by St Pius X Primary School that there is no one test for specific learning difficulties (Dyslexia) but that assessment should be holistic, take place over time, involve parents/carers and involve a careful evaluation of the pupil's response to teaching and targeted intervention.

After referral to the Speech and Language Team, parents will be contacted and the literacy difficulties discussed and information gathered of the pupil's early development and family history of literacy difficulties. Permission will be sought from parents to undertake an assessment from the Speech and Language Team. The outcome of this, along with the school based assessments and parents information will form the basis on which course of action needs to be taken.

If the assessment and lack of progress indicates it, then the pupil will be further assessed to produce an individual pupil profile that details the pupil's strengths, difficulties, areas for development and intervention and strategies to be used.

## **Environment**

- Well organised classroom.
- Resources clearly labelled, colour coded, highlighted.
- Use of visual cues, timetables, instructions.
- Use of signs and symbols.
- Reading rulers, non-white paper.
- Literacy aids readily available e.g. spell checkers.
- Correct placement of pupils in the classroom e.g. near the front, next to study buddy etc.
- Reader for some tests and work activities.

## **Teaching Style**

- Good differentiation of work to match pupils needs.
- Multi-sensory methods of learning where possible.
- Explanations to be clear, slow, and given more than once in a variety of ways if necessary.
- Slow, deliberate and quiet instruction given, allowing time for the meaning of the words to be processed then checking they have understood.
- Marking to target only spellings that have been specifically taught.
- Realistic work output for pupil with literacy needs to avoid total fatigue.
- Use of other methods other than writing to demonstrate skills and knowledge e.g. talking postcards, ICT.
- Extra time to complete tasks.
- Provide personal transcript sheet of information written on class board.
- To use small white boards for reminders.
- Use of clear fonts (e.g. comic sans, Ariel) and larger point size and spacing for written work.
- When possible use coloured background on the IWB.
- Allow plenty of time for pupils to read and use information from the class board.
- Leave instructions and spellings displayed for whole lesson.
- Only ask the pupil to read out loud if you know they are comfortable with it.
- Make expectations high for their intellectual stimulation but reasonable for their written response.
- Use of ICT where possible.
- Focus on strengths and interests to increase motivation and self-esteem

## **Additional Support and Intervention**

If a pupil fails to respond to the above strategies and whole school practice, and their assessment has identified the need for additional support, St Pius X Primary School will aim to provide additional support and interventions, which include one or more of the following:

- Daily differentiated small phonics group in EYFS, Key stage 1 and lower Key Stage 2.
- Daily PiXL therapies intervention focused on literacy skills.
- 1 to 1 phonics 'catch up' sessions.
- Toe by toe spelling intervention (Key Stage 2).
- Additional guided reading and individual reading sessions.

### **Training**

- The SENDCo will keep staff updated on any changes concerning SEND and encourage personal development in this field.
- As part of the Middlesbrough Catholic Schools Teaching Alliance and Middlesbrough Schools Teaching Alliance, St Pius X continues to be part of the SEND Network, having access to training and support from other schools.

### **Partnership with Parents**

St Pius X Primary School will take account of, investigate and record parental concerns. Parental opinions and co-operation will be sought at every stage from the early identification of difficulties, the process of assessment, the need of additional interventions and the pupil's response and progress.

The school will seek to maximise support for the pupil by involving parents in their child's additional support and keeping them informed of progress, changes and any difficulties.

The school will endeavour to:

- Provide clear and accurate information about the child's SEND and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with the SENDCO and other professionals so that they understand the agreed outcomes of any intervention.
- Ensure parents know how they can be a partner in working towards their child's targets
- Outline provision in the Local Offer (Appendix 1).

### **Arrangements for considering complaints about SEND provision within school.**

Initially, complaints should be discussed with the class teacher.

The SENDCo should be informed or Head of school.

If no agreement can be arrived at, the parent can then approach the school's named governor with responsibility for the monitoring of the schools SEND policy. They would also be given the name of the LA identified/nominated person for further help.

It is hoped, however, that matters can be dealt with within the school.

### **Policy Review**

This policy will be reviewed annually and discussed with SLT and Governors.