



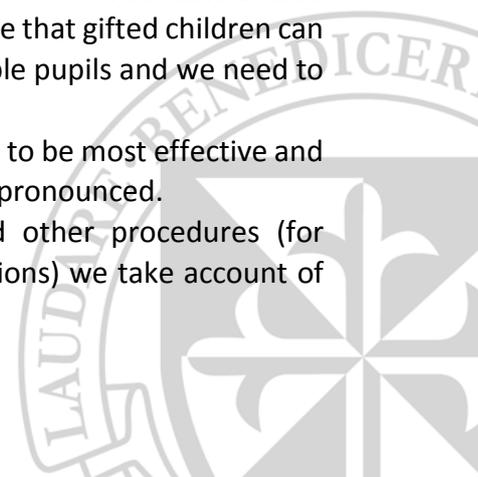
## **SPECIAL EDUCATIONAL NEEDS POLICY**

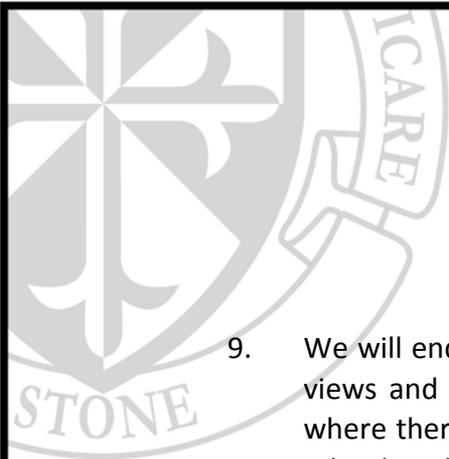
This policy applies to all areas of St. Dominic's Priory School (First Start, EYFS, Prep and Senior Departments). It should be read in conjunction with the policy for Gifted and Talented students. As an Independent School we are subject to the Equality Act 2010, which covers discrimination against a pupil or prospective pupil on grounds of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. Special educational needs and disability are governed by Schedule 10.

Special educational needs and disability refers to disabled pupils in the wide sense, including those with special educational needs. It also includes prospective pupils.

### **1. POLICY STATEMENT**

1. We will not treat disabled pupils less favourably and we will take reasonable steps to avoid putting disabled children at a disadvantage in matters of admission and education but we reserve the right to select pupils by ability and aptitude as long as we do not do this in order to exclude pupils with a disability.
2. All children have the right to have their special educational needs appropriately addressed as early as possible and as quickly as is consistent with thoroughness.
3. Every child should have access to the full range of curriculum opportunities available to all.
4. All children need to be considered in terms of their individual needs and thus special educational provision must be specific to each child.
5. Each child should have access to a broad and balanced education according to individual needs and each child should have an equal opportunity to access the same facilities as all other pupils.
6. We will offer an appropriately differentiated curriculum that takes into account the needs of each individual child – the needs of the most able as well as the least able must be considered. We acknowledge that gifted children can have learning difficulties as severe as those of less able pupils and we need to make appropriate provision for them.
7. We advocate early intervention in order for provision to be most effective and to prevent a pupil learning difficulty becoming more pronounced.
8. We will ensure that in admissions, discipline and other procedures (for example, arrangements for school trips or examinations) we take account of pupil's learning difficulties or disabilities.





9. We will endeavour to work closely with parents and children valuing their views and experiences, believing that the child's needs will be best met where there is the greatest degree of partnership between parents, child, school and all other appropriate agencies, together working towards a common goal. In this way we will achieve greater success.
10. To ensure continuity of support, the School will provide a framework of support for staff to enable them to respond appropriately.
11. The School policy reflects the consensus of opinion of the whole teaching staff. It has been drawn up by the Senior Management Team and then presented to the whole staff to discuss.
12. The implementation of this policy is the responsibility of the whole staff. Special Needs are overseen by the Headteacher.

## 2. WHO HAS SPECIAL EDUCATIONAL NEEDS?

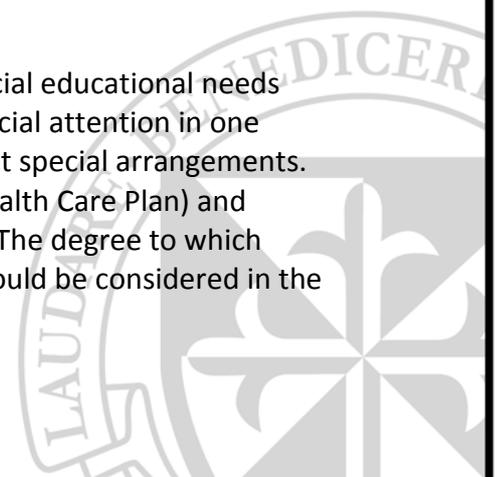
The 2001 Code of Practice (now replaced by The Equality Act 2010) defined a child as having special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

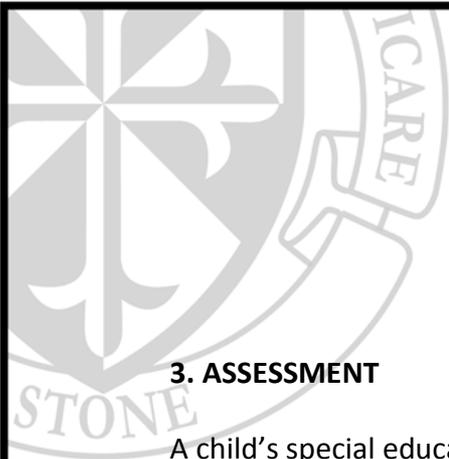
Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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 community.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. St. Dominic's Priory School will keep under review support for children for whom English is a second language (See **Educational and Welfare Provision for EAL Pupils Policy**)

There is no clear cut off point between pupils who have special educational needs and those who do not. A pupil who is thought to require special attention in one school may, in another be effectively be provided for without special arrangements. There are pupils with S.E.N. but have an EHCP (Education Health Care Plan) and those who have learning difficulties but do not have EHCPs. The degree to which pupils require additional help lies along a continuum and should be considered in the context of the provision normally available.





### **3. ASSESSMENT**

A child's special educational needs must be identified and assessed as soon as possible. Each case must involve a close working partnership with parents, with their consultation and permission at every stage. It is hoped that St. Dominic's Priory School can effectively meet the special needs of the children without statutory involvement but, if this should become necessary, measures will be taken to involve the Local Authority and appropriate agencies.

Each child has the right to grow, to develop and to learn in a society without prejudice or discrimination. A child can quickly be made to feel inferior, and confidence and potential, set at risk. At St. Dominic's Priory School, equal opportunities are of central concern. The rest of this document deals with children who are less able. A separate document spells out our policy for gifted children. The model of assessment and provision follows the Equality Act 2010, Schedule 10.

#### **SCHOOL ACTION (SA)**

The staff or parents/carers identify a child with special needs and must consult the parents/guardians/carers.

An Individual Education Plan (IEP) is drawn up to fulfil the child's needs. This needs to be monitored termly to enable records of the child's development to be kept up to date and plans to extend the child's development in line with the EYFS strategy, to be made.

A child who fails to make satisfactory progress after two reviews at this stage (or earlier if the partners agree that there is a pressing need) will be moved to SA+.

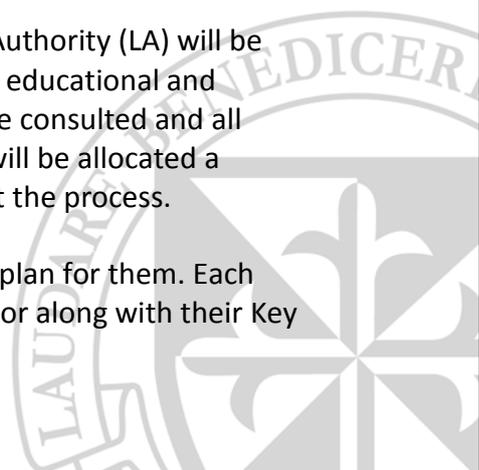
#### **SCHOOL ACTION PLUS (SA+)**

Outside support from specialists will be requested and help attained from these will be used to support new IEPs.

#### **EDUCATIONAL HEALTH CARE PLANS**

If the pupil's difficulties are deemed to warrant it, the Local Authority (LA) will be contacted to assess the child's needs. To do this they require educational and medical reports and records. Parents/guardians/carers will be consulted and all interested parties involved in meetings. The parents/carers will be allocated a named officer by the LA who will liaise with them throughout the process.

The LA arrange the of the child and will instigate a transition plan for them. Each child will have a designated staff member (the SEN coordinator along with their Key





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Worker in EYFS; the Class Teacher in the Prep Dept.; the Deputy Head in the Senior Dept.). Termly IEPs will be provided by the appointed support teacher and an annual review carried out with pupil, parents/carers, the support teacher, a school representative (usually the Deputy Headteacher or Primary SEN) and a representative from the Local Authority present.

#### **4. WHOSE RESPONSIBILITY?**

Governors

Headteacher

Deputy Headteacher

SEN Co-ordinator

Nursery (EYFS) and Key Stage Leaders (Seniors)/ SEN Co-ordinator in Prep

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Class and/or Subject teachers/ Early Years Practitioners

#### **5. ARRANGEMENTS FOR CO-ORDINATING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Mrs Harrison (Headteacher) has overall responsibility for overseeing the work of all children identified with Special Educational Needs. She does this with the support of the Deputy Headteacher. The Deputy Headteacher works with individual class/subject teachers and High Level Teaching Assistants to ensure the day to day operation of the school's Special Educational Needs policy and the maintenance of the two department's Special Educational Needs Registers which are overseen by the Headteacher. The Deputy Headteacher liaises with parents and with individual teachers.

The Headteacher, Deputy Headteacher and SENCO liaise with external agencies and with parents.

The school will provide training to help staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils. Whole school staff inset will be provided to help staff to identify children with special needs and to help teachers to devise strategies to accommodate their needs. This training will, where appropriate, cover the needs of non-teaching assistants and other staff. More specific training will be given to staff working with children with specific special needs where special arrangements need to be made.

Parents and carers are seen to be vital and active partners in St. Dominic's Priory School's arrangements for Special Educational Needs pupils. The school considers parents and carers to be partners in the process of identifying, assessing and



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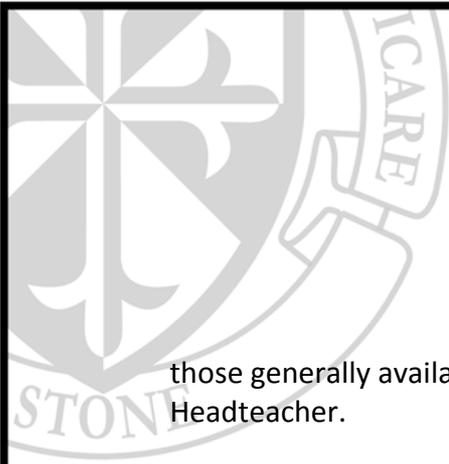
meeting children's special educational needs. Individual children whose names are placed on the school's Register of Special Needs will be discussed with parents/carers so that they are involved at an early stage, and their views will be encouraged and recorded. Parents/carers are encouraged to approach the school about any concerns they have about their child's progress. A pupil's own view is also taken into account when deciding upon the best course of action. Pupils on School Action will have an IEP devised by the SENCO, Teaching assistants and their class/subject teachers. When appropriate both pupils and parents will be involved in setting goals, agreeing a development strategy, monitoring and reviewing progress. Progress will be reviewed termly. The progress of pupils on IEPs will be reported to Governors annually. The School's SEN policy will be judged to be working successfully if children with IEPs are making significant progress in academic and social areas as set out in their IEPs.

A child with complex learning difficulties, which are not being sufficiently met at SA+, may be referred to the LA to have an Education Health Care Plan applied for. In this case responsibility is shared between the school and the LA. Children with Special Educational Needs are admitted to the school on the understanding that they will be taught in the normal class situation and only on condition that they will cope in such a situation. The school does provide and support intervention for pupils within the Senior and Primary School. However, classes are small and it is the normal practice that teachers have some time to look after each individual child's learning programme. In house screening is used for all pupils to test for Dyslexia and if a pupil is deemed to be on the dyslexia scale then they are referred for a formal assessment.

Where a pupil with Special Educational needs moves to this school or transfers between Prep and Senior Departments, a review meeting will be set up. Sufficient time will be given to consider the arrangements that need to be put into place to facilitate this transfer. This meeting will normally be during the child's last term before transfer. Arrangements will be made for the transfer of information between schools or phases. Where outside agencies, voluntary organisations or the LA provides support for the pupil they will be invited to the meeting. Pupils who have support from outside agencies must be able to be taught in the mainstream classroom. Complaints about special educational provision within the school will be dealt with using the school's complaints procedure.

## **6. WHAT SHOULD BE INCLUDED IN AN INDIVIDUAL EDUCATION PLAN (IEP)?**

An IEP is a working document. It should use a simple format, promote effective planning, help pupils monitor their own progress and result in the achievement of specified learning goals. It should detail provision additional to or different from



those generally available for pupils. A generic form is available from the Headteacher.

IEPs should focus on up to 1 or 2 key individual targets and will include information about:

- The short term targets set for or by the pupil
- The teaching/learning strategies to be used
- The provision to be put into place/ additional support or resources
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the IEP is reviewed)

An IEP should be brief, action based, positive and achievable.

NB. When pupils in the same group (e.g. study skills), class or subject lesson have common targets and hence, common strategies, a group learning plan can be drawn up rather than producing IEPs for each child.

Here at St. Dominic's we work continuously to ensure that disabled pupils (including those with learning difficulties) can participate in the school's curriculum. Where necessary, we aim to improve the provision of information to disabled pupils which is already in writing for pupils who are not disabled.

*This policy should be read in conjunction with the School's 3 year SENDA Plan and the Educational and Welfare Support for EAL Students Policy.*

**Reviewed: January 2017**

**Biannual review 2019**

**Reviewed by: Headteacher**

