



## SPECIAL EDUCATIONAL NEEDS POLICY (SEN)

Basic information about the school's Special Educational provision consists of the School SEN Coordinator and Intervention teachers

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

A child has special educational needs if they have a *learning difficulty* which calls for special educational provision to be made for them, or has special talents, that significantly sets them apart from their peers. A child has a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age
- Are gifted and talented in a special field or in all curriculum areas.

A child will not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

A child with special educational provision means:

“For a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for children of the child's age” (Education Act 1996, Section 312)

### AIMS OF THE SCHOOL'S SEN POLICY

Children identified as having special educational needs will, like all children at St. Saviour's school, be encouraged to take advantage of the opportunities offered by the school to attain their full potential in all areas of school life, the academic, the social; and the personal. They are then ready to play a productive part in a democratic society and move forward to the next stage with a wide range of abilities, aptitudes and interests. Our main aim is for those whose academic, physical, social or emotional development is giving cause for concern to have appropriate support so that they can minimise their potential.

The graduated response starts once it is decided that a child have SEN and as soon as provision is made. Within this graduated approach we will refer to the varying responses as *School Action*.

### SCHOOL ACTION (SA)

This is when a class teacher, subject teacher, or other professional, identifies a child with special educational needs and provides interventions that are additional to or different from those provided as part of the usual differentiated curriculum strategies. The class and subject teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individual IEP (Individual Education Plan) will usually be devised. The Intervention Department may lead in:

- Planning future interventions for the pupil in discussion with colleagues
- Monitoring and reviewing the action taken.



The Intervention Department is responsible for the day to day operations of the school SEN policy and for coordinating the support provision for pupils with SEN, Particularly through the Teacher concern and School Action plans.

**All Staff are** responsible for meeting the individual needs of pupils in their teaching groups. Every teacher is a teacher of the SEN pupil. The Intervention Department will advise teachers on ways of using SEN in lessons to help meet the needs of pupils. The Intervention Department and Intervention teachers will assist staff in devising Individual Education Plans where appropriate, for pupils on *School Action* plan. They will also maintain copies of the whole school SEN register which is reviewed termly.

Parents of pupils with special educational needs will be informed as soon as the school feels that School Action is needed to support their child's learning. They will be consulted to review their child's progress and may also wish to become involved in helping to develop an IEP for the child. Parents will be given a copy of their child's current IEP. Parent of pupils at school Action will have the opportunity to meet with the special Needs Coordinator and /or their child's learning SEN teacher at parents meeting and IEP review meetings. Review meeting take place every six months.

### **SPECIAL EDUCATIONAL NEEDS SPECIALISM**

There are no SEN specialisms or special units at St. Saviour's School Ikoyi.

### **INTERVENTION TEAM**

The present level of staffing for SEN support consists of a full Intervention. Teachers line managed by the SENCO. The Senco will work within the Intervention Team in the context of the School Improvement. (S.I.P)

### **SEN BUDGET**

The SEN budget is managed by the Head teacher and is approved by the Board of Management who take a whole school approach to decide an allocation of budget.

### **IDENTIFICATION AND ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES**

The school provides information diagnostic testing which may lead the Intervention Team to recommend formal diagnostic assessment from an external agency. This will be at the parent's discretion. The identification and assessment arrangements for SEN include information from parents.

Subject based assessment, including CAT4 (cognitive ability test)

Class teacher concerns about the development of an individual pupil.

The Intervention department works with other teachers in offering some diagnostic assessment of the pupil's special needs.



Some children receive withdrawal or in class support lessons with one Intervention teacher.

### FORMULATION IEP's

In conjunction with the Intervention teachers the:

Class teachers will have to complete an IEP (Individual Education Plan) for their students who are on the SEN School Action Plan Register and make contact with the Intervention department. The learning support programme is formulated in conjunction with the Intervention teachers.

The IEP contains **SMART (Specific, Measurable, Attainable, Relevant, Time- bound)** targets and is reviewed and evaluated every term together with parents and the child. The support teacher fixes dates, times and location of the formal review and notifies any participant 3 weeks ahead of its date. A programme of review dates is available at the beginning of each term.

### REVIEW OF IEP's

An updated IEP Register is submitted to the SLT at the beginning of each term with dates of formal review. Assessment and testing is the responsibility of the learning support teachers in conjunction with the class teachers. The learning support teachers join the key stage leaders at every one of their meeting to report and make arrangements for changes. Every year the Intervention teachers submit a review of the success of learning support of the SLT.

The review procedures for the pupils with special needs involve Intervention teachers working with teachers. Each Key stage holds a termly meeting to review the progress of individual SEN pupils within that department and to discuss whether or not they are making appropriate progress. The Intervention teachers then liaise with the class teachers and, if a pupil is felt to be making insufficient progress towards their targets, then additional *School Action* may be considered.

Individual Education Plans (IEPs) are reviewed termly by class teachers, parents and intervention teachers. Intervention teachers coordinate the review of IEPs within their Key stage future targets setting, in consultation with class teachers.

Parents are welcome to assist in the targets setting for their child and to develop their Individual Educational Plan

At the review meeting all parties involved take responsibility for the targets.

### Arrangements for providing access for pupils with SEN to balanced and broadly based curriculum, including the National Curriculum

We aim to give pupils of all abilities access to be balanced and broadly based curriculum, including the National Curriculum. The arrangements for this educational provision are a shared responsibility. Senior



management take this into account when reviewing and planning the curriculum, allocating resources and arranging the timetable

### **How children with Special Educational Needs are integrated within the school as a whole**

All pupils, whatever their abilities, are first and foremost pupils of St. Saviour's School. The school aims for the social integration of SEN pupils in all curriculum areas, pupils throughout the school. Staff, parents and pupils are kept informed about the organisational groupings of each year group.

### **Criteria for evaluating the success of the school's SEN policy**

The criteria that will be used to evaluate the success of the School's SEN Policy include progress in any of the following areas: (all progress must be evidenced).

- Positive changes in pupil's behaviour
- Improvements in reading
- Improvements in spelling
- Improvements in mathematics
- Improvements in attendance
- Increased motivation to learn
- Increased self esteem

The Intervention Department will submit a report on the success of the school's SEN policy to the head teacher once per year or as required.

### **Arrangements for considering complaints about special educational provision within the school**

Any parents wishing to complain about special educational provision in the school should follow the general school complaints procedure. Complaints should initially be taken up with the Head teacher. If parents are not satisfied that the complaints have been dealt with adequately, the matter can then be referred to the Chairman of the Board.

### **The school's arrangement for SEN in-service training**

Plans for the SEN in-service training and professional development of staff are coordinated by the Head teacher and SEN department. SEN in-service training is then arranged, on a whole school or key stage basis as appropriate. Training may take the form of working with outside agencies or guest speakers or may be in house with the SEN Department working with other departments for the training of fellow teachers. The training needs of the Intervention Department and learning support are met through attendance of short courses at higher education within the school guidelines.



### **Arrangements for partnership with parents**

It is the school policy to work as partners with parents and to involve parents in their child's education as much as possible. We recognise the importance of parental contributions in the assessment and decision making surrounding children with Special needs and seek to have an open dialogue with them regarding the progress of their child.

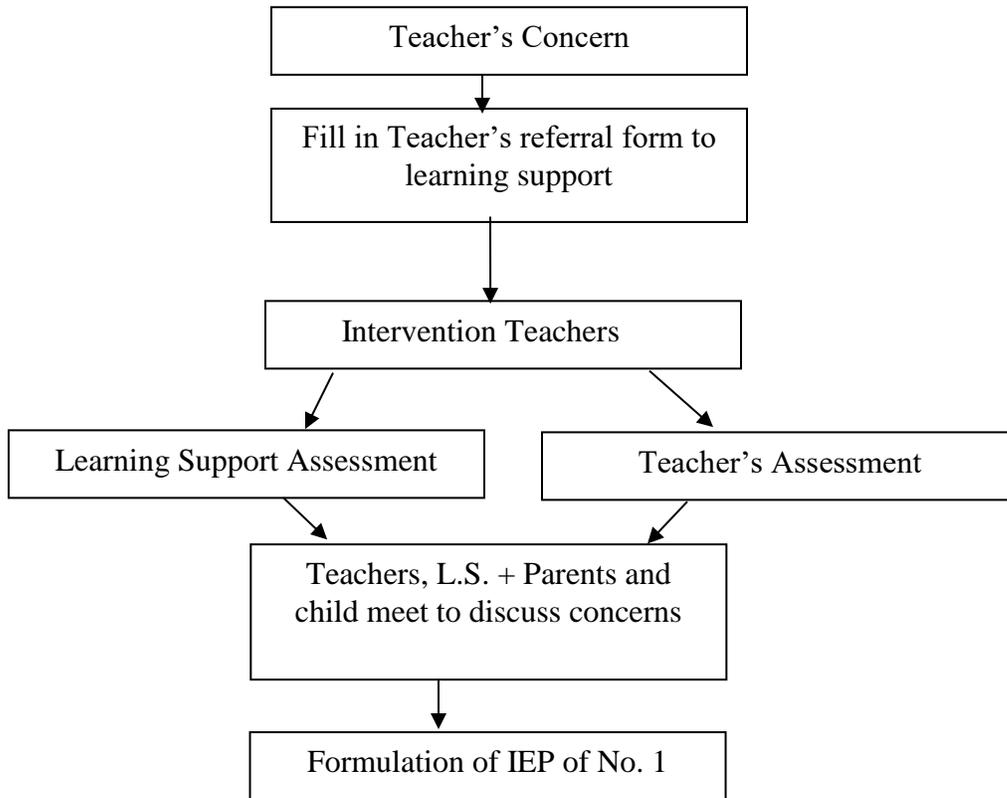
Contact from the school may be in the form of letters, reports, and notes in the school diary, contact by telephone, parents evening, review meeting and the annual review meetings. Copies of IEPs are given to all parents. At the review of IEPs parents will have the opportunity to meet with the SEN Department or their child's Intervention teacher. Parental views on the progress of their child form a valuable part of the review procedure.

### **Child protection**

The SENCO is designated as the Child Protection Officer. This staff member, Mrs Merwin is the point of contact in school for all issues relating to child protection.



ST. SAVIOUR'S SCHOOL IKOYI SEN  
IDENTIFICATION & ASSESSMENT FLOW CHART



---

Key: IBP Individual Behaviour Plan  
IEP Individual Education Plan



## GIFTED AND TALENTED CHILDREN AT ST. SAVIOURS'S SCHOOL IKOYI

### INTRODUCTION

This policy is a statement of the entitlement of children with high ability at this school. It has been developed from reading and research, through staff consultation and by CPD.

This policy reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child.

The BOM will be aware of these needs and that there should be provision within the budget for resources.

### AIMS

To support the abilities, personal qualities and talents of all children.

To ensure that all children receive an education appropriate to their abilities.

To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.

To employ a wide variety of methods of recognition of potential.

To recognise under-achievement and to seek to remove it.

To stimulate children through extracurricular activities and through curriculum enrichment.

To have the expectation that the curriculum for all will be extended by realising the needs of the most able.

To train staff and to provide for these aims to be achieved.

To audit provision through The Quality Standards.

To compile a Gifted & Talented Register and enter this on the School Census

To work with The Primary Strategy

### DEFINITION

The DfE definition applies the word 'Gifted' to those pupils who show exceptional ability in any national curriculum subject except Art, PE or Music. The word 'Talented' identifies pupils who excel in those 3 subjects.

The British Government's current definition of a gifted and talented child is "One with one or more abilities developed significantly ahead of their year group." St. Saviour's school Ikoyi believes that all children and young people within our community have equal rights to the opportunities offered by education. This includes the right to:

- Access high-quality educational experience
- To participate in a broad and balanced curriculum
- Be part of the social life of school.

Human differences are normal and the rich contribution that difference and diversity makes to our schools is welcomed. To maximise this contribution, educational approaches must be adapted to the needs of the individual.



We seek the participation of all students in learning which leads to the highest possible level of achievement and personal fulfilment.

An inclusive school expects all students within its community to be educated alongside each other. It sees the diverse needs of students as a rich vein of opportunity to develop its approaches to teaching and learning and thereby achieve excellence for all learners.

We believe that children and young people can only demonstrate their abilities if they are given opportunities to do so. The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes.

### **RECOGNITION**

Children are continually tested by means of national tests and assessments throughout the school. In addition, the following methods will be used:

- Teacher observation and assessment
- Checklists
- Background knowledge
- The expertise of the co-ordinator in supporting the judgement of the teacher
- Peer nomination
- Parent nomination

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to further provide.

### **ORGANISATION**

Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively. Mentoring is valid and to be welcomed. The school will provide mentors from adults within the school.

### **CLASSWORK**

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. SEN should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.



### **EXTRA-CURRICULAR ACTIVITIES**

These are highly valued for the gifted and talented child and include:

- Club activities – curriculum subjects, plus chess, photography, gardening etc.
- Activity days and Master classes. These may be organised by The School or the Local Government.
- Day and residential visits.
- The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
- A broad, creative curriculum, giving children a chance to thrive.

### **CO-ORDINATING AND MONITORING**

The following people can support this through regular reviews:

- Head teacher
- Gifted and Talented Co-ordinator/Leading Teacher
- Co-ordinators for PHSE will support pastoral issues.
- Teaching Assistant for Gifted and Talented Children will provide support.
- BOM member with responsibility for Gifted & Talented Children

### **THE CHARACTERISTICS OF GIFTED CHILDREN**

The following identifying characteristics are common to many gifted children including:

- Reasons well and learns rapidly
- Has extensive vocabulary and talked early
- Early or avid reader
- Asks lots of questions and learns more quickly than others
- Has a very retentive memory
- Is extremely curious and can concentrate for long periods on subjects of interest
- Perseverant in their interests
- Has a wide general knowledge and interest in the world
- Enjoys problem-solving, often missing out the intermediate stages in an argument and making original connection
- Has an unusual and vivid imagination
- Is intense and shows strong feelings and opinions
- Concerned with justice and fairness
- Sets high standards and is a perfectionist
- Loses interest when asked to do more of the same
- Is sensitive (feelings hurt easily)
- Shows compassion and is morally sensitive
- Prefers older companions or adults
- Judgment mature for age at times
- Is a keen observer



- Is highly creative
- Tends to question authority
- Has facility with numbers
- Extremely good at jigsaw puzzles

A child will not possess all of these characteristics but may possess many of them and how they cope with them can have a positive or negative impact on their lives.

### **PARTNERSHIP WITH PARENTS**

Parents and teachers will work together for the needs of the gifted and talented child.

### **Resources to Support Gifted & Talented Children**

There are a number of helpful websites that provide support and ideas, here are a list of gifted and talented websites for those children:

- Directgov
- Gifted and Talented Professional Development
- CfBT Education Trust
- The young & talented programme
- Nace
- NAGC

Policy established and agreed:	April 2011
Policy review cycle:	Annual
Policy reviewed:	January 2018
Date of next review:	Lent 2019
Member of staff responsible for the policy:	Mrs Merwin (SENCO)