

## St Alphonsus Special Educational Needs Policy 2025-26

### Identification, Assessment and Provision

This SEN Policy works alongside and in conjunction with The Local Offer offered by Trafford Local Authority and various other school policies namely The Attendance Policy, The Pupil Premium Policy, The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.*

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

#### STEP 1

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year by the schools Tracking Systems and parents kept fully informed. School Rewards Systems will be paramount at this stage to encourage self esteem.

#### STEP 2

Many pupils at St Alphonsus School receive an allocation of monies known as Pupil Premium and specific interventions for delay in the following areas will be undertaken and arranged by the class teacher. Those pupils who are not supported through the pupil premium with additional needs will receive additional funding from the school Special Needs Budget for interventions in the following areas:

- ✓ **Communication and Interaction** Speech and Language,
- ✓ **Cognition and Learning** English and Maths
- ✓ **Social Emotional and Mental Health**
- ✓ **Sensory and Physical**

It is to be expected that there will be more intensive support in early Years and Key Stage 1 with higher numbers of interventions which should then reduce by years 5-6.

It is to be hoped that there will be considerable parental involvement in order to maximise learning situations and involvement of local community groups and facilities.

Each and every Pupil Premium intervention should be benchmarked, undertaken and evaluated alongside the school Tracking System. The type and level of support will be identified on the School Provision Map. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs should be presented to the Governors on an annual basis and reported to Parents on line on the School website.

Rewards for the children via the school Reward system will be paramount as part of these two policies working together.

### STEP 3

Individual Education Plans will be prepared by classroom teachers and written in conjunction with the School Tracking system.

Children have special educational needs if they have a *learning difficulty that 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.
- Have a disability that 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 authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)

### STEP 4

Classroom teachers and the Pupil premium Co-ordinator have evidence that certain children are still not making good progress and refer children to the SENCO who will arrange intensive **SEN SUPPORT** in any or all of the four areas

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, emotional and mental health
- IV. Sensory and /or physical.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place

**1 Assess**

**2 Plan**

**3 Do**

**4 Review**

This will be known as the **graduated support**

**Specialist Services** and teachers with additional **specialist** qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving SEN Support, schools should meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school

Individual pupil progress at **SEN Support** Level will be intensively monitored three times per year by the school tracking system and by the Senco in conjunction with Parents. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher

#### **STEP 5**

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an **Education Health and Care Plan** will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Trafford Local Authority.

Details of these arrangements are available from the SENCO at the school

Signed *Mrs A Jones* Date Oct 2025

Taken to Governing Body