

**St Joseph's Catholic Primary School**  
***"To live, love and learn, in a caring Christian community."***

## **Special Educational Needs and Disability Policy**

*This policy should be read in conjunction with our School Information Report which can be accessed via the school website.*

St Joseph's is an inclusive school which strives to meet the needs of all our pupils in order to enable them to make the best possible progress during their time at school. We recognise that every child is different, and, therefore the educational needs of every child are different, which is why we offer a wide range of provision to support children with Special Educational Needs and/or Disabilities (SEND). In order to ensure we offer effective provision for children with SEND, we have taken into account the following documents: Education Act (1996); Special Needs and Disability Act (2001); The Equality Act (2010); The Children and Family Act (2014); Supporting Pupils at School with Medical Conditions (2014); The 0-25 Special Educational Needs and Disability Code of Practice (2015) and The Special Educational Needs and Disabilities Regulations (2014).

**St Joseph's Special Educational Needs Coordinator (SENCo) is Catherine Morrissey.**

### **AIMS AND OBJECTIVES**

At St Joseph's we aim to:

- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for as early as possible in their school career;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children's special educational and/or disability needs.
- enable children to have full access to all elements of the school curriculum;

- ensure that parents are able to play their part in supporting their child's education and are kept fully informed of their child's progress and attainment; and
- ensure that our children have a voice in this process.

## **ADMISSIONS AND INCLUSION**

Children are admitted to St. Joseph's in accordance with our admissions policy. The Governing body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard to relevant legislation.

St. Joseph's Catholic Primary School is one in which the teaching and learning, achievements, attitudes and well-being of every child matters. Equality of opportunity and inclusive education must be a reality for our children. The Governing body will ensure that appropriate provision will be made for all pupils with SEND.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

St Joseph's recognises pupils as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, as outlined by the 0-25 Special Educational Needs and Disability Code of Practice (2015).

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

*Code of Practice 2015*

These difficulties are considered to fall into one or more of the following broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs. St Joseph's recognises that where a pupil displays poor behaviour in school it is a response to a need, which we will seek to identify. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition. In addition, there are a number of factors which may impact progress and attainment which are not considered under the

definition of SEND. These include attendance and punctuality, English as an Additional Language (hereafter referred to as EAL), being in receipt of a Pupil Premium Grant (hereafter referred to as PPG), being a Looked After Child (hereafter referred to as LAC) or being the child of a serviceman/woman.

## **A GRADUATED APPROACH TO SEN**

### **Identification**

Initial concerns regarding a pupil's progress, attainment, wellbeing or inclusion are raised in the first instance through the following strategies:

- Liaison with pre-school provision and/or previous schools
- EYFS profiles and phonic assessment in reception and standardised tests throughout Years 1-6, including SAT
- Additional range of assessments carried out individually as appropriate
- Liaison with teachers who assess their pupils on a regular basis
- Liaison with parents through the usual parent-teacher consultation and individual contact between school-parent and parent-school
- Liaison with external agencies where pupils may have been known to their service(s)
- In-class observations conducted by the SENCo, or other members of the Senior Leadership Team (hereafter referred to as the SLT)
- Work sampling and analysis
- Opportunities to explore pupil's own views

Children who are subsequently identified as having SEN follow a graduated approach to additional provision in accordance with The 0-25 Special Educational Needs and Disability Code of Practice (2015), following the Assess-Plan-Do-Review cycle. Parents are informed of the school's concerns at every stage and are included in discussions to gather appropriate relevant information about the child. Pupils who require additional support will also be included on the school's SEND Register, and will have their needs considered when sitting both internal and external examinations in terms of special arrangements.

### **The Graduated Approach- 'Assess, Plan, Do and Review'**

Where a pupil has been identified as requiring support which is in addition to the differentiated and individualised teaching and learning already in place in the classroom, the class teacher will respond by planning, monitoring and reviewing additional pupil-specific strategies. These strategies will be identified in a pupil Support Plan which is created in collaboration with parents. The Support Plan will be stored centrally and can be easily accessed by all adults working with the child.

The SENCo has responsibility for supporting the class teacher. The deployment of TA support at St. Joseph's takes advice from the findings of the DISS Project (Briefing Note 6, DCSF & WAG, 2008) which calls for, "schools to evaluate their current deployment of TAs and ensure that they do not routinely support low/SEN pupils and risk pupils' separation from the teacher and curriculum". This study also recommended that "pupils in most need should not be routinely supported by TAs". (Briefing Note 6, DCSF & WAG, 2008) For the pupils at St. Joseph's with SEN, this may mean that TA support would not be the most beneficial strategy to support their needs. Evidence of well-considered, effectively planned and resourced, individualised provision, as well as detailed monitoring and review by the class teacher is essential first before the subsequent SEN Support Stages are considered.

Where a pupil's needs are ongoing and have not been met in the classroom, despite highly individualised support being put in place, additional support is planned collaboratively between the class teacher, SENCo, Teaching Assistant (where appropriate), parents/carers and the pupil themselves. Additional support is most likely to take the form of paired or small group withdrawal sessions. Class teachers continue to be responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff.

If, despite the additional support and input received a pupil continues not to make desired or appropriate progress, or their wellbeing remains a concern, advice and input will be sought from external agencies, with parental permission. Advice from external agencies may include specialist assessments, advice on targets, teaching approaches and materials. As and when advice has been received, it will be shared with parents, teachers and support assistants as appropriate and incorporated into the child's Support Plan, which will continue to be regularly reviewed. Where a pupil has a number of agencies involved in their support, a multi-agency tool for early help can be used. This is called a 'Families First Assessment'. It is a voluntary strategy of support and requires consent from parents or carers. It is designed to address needs which require a multi-agency response. 'Team Around the Family' (TAF) meetings (which involve external professionals and parents) can be put in to place to ensure that all those involved are working together effectively to meet the needs of the pupil.

## **EHC Plans and/or Exceptional Needs Funding**

Where a child continues to demonstrate significant cause for concern; despite the additional provision and support that has been put in to place, or when multiple agencies are involved or required, an application may be

made to the LA for an Education Health Care Plan (EHCP). If issued, the EHCP will establish their specific needs and the range of provision suitable to meet those needs. For pupils whose needs require immediate support beyond that which can reasonably be provided for the school, an application can be made for Exceptional Needs Funding (ENF).

## **SUPPORTING PUPILS AND FAMILIES**

We treat all parents of children with SEND as partners. This requires positive attitudes by all and in some circumstances, additional support and encouragement for parents. We welcome and encourage parents to participate from the outset as the relationship between the parents and the school has a crucial bearing on the child's progress and the effectiveness of the school-based action. We actively seek the involvement of parents in developing and implementing a joint learning approach at home and in school. Parents' views on the child's progress are sought and they are always consulted as part of the school's Support Plan review process. Pupils on the SEND Register with a current support plan will be offered the opportunity to review progress with the Class Teacher and SENCo three times per academic year during the school day.

Any issues arising may be dealt with under the governors' Complaints Procedure as appropriate.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Arrangements will be provided as far as possible to meet the needs of pupils with specific medical conditions. Please see separate 'Supporting Pupils with Medical Conditions' policy which can be accessed via the school's website.

## **MONITORING AND EVALUATION OF SEND**

The progress of all children is regularly monitored by class teachers, Key Stage Leaders, SENCo and Head Teacher. We use a variety of assessments and indicators within school to ensure that all of our children with SEN make adequate progress. These may include:

- Herts for Learning (HfL) Targets (all years) and TAFs (Teacher Assessment Framework) for SATs years.
- SAT's
- Reading and spelling assessments
- Literacy and numeracy targets
- P Scales (PIVATS)
- Development Matters Statements

- Early Years Foundation Stage Profile
- IAELD
- Specialist assessments
- Teacher assessments
- Support Plan targets
- Half termly Pupil Progress Meetings

In addition, we also monitor progress through discussions with pupils and parents/carers.

## **ROLES AND RESPONSIBILITIES**

### **The role of the Special Educational Needs Co-ordinator (SENCo)**

The SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Contributing to/leading INSET training with staff
- Liaising with external agencies who may be working with children and families in the school e.g. Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Advisory teachers and Family support services.
- Liaising with secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Monitoring classroom provision through regular classroom visits/observations.
- Organising relevant training for staff.
- Attending local cluster meetings e.g. Exceptional Needs Funding (ENF) meetings
- Conducting the performance appraisal of Teaching Assistants/Learning Support Assistants
- Ensuring the medical needs of pupils are met

### **The Head Teacher**

The Head Teacher's specific responsibilities include:

- Ensuring the medical needs of pupils are met
- Conducting the performance appraisal of the SENCo
- Informing the Governing Body of how allocated funding to support SEN/PPG/LAC pupils has been employed

### **The role of the Governing Body**

**The designated SEN Governor is Michael Keef**

- The SEN Governor and the SENCo meet termly to review the SEN action plan and discuss next steps/targets.
- The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

## **TRAINING AND RESOURCES**

In an effort to do all we can to best meet the needs of our pupils with SEN, the SENCo coordinates a programme of regular and relevant training for all staff. This includes:

- Arranging outreach support from specialist settings
- Arranging 1:1 meetings with external professionals e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Advisory teachers
- Sourcing specialist speakers to lead staff training
- Raising whole staff awareness through training on SEND
- Receiving updates from our local Specific Learning Difficulty Base (SpLD)
- Attending SENCo training courses
- Implementing an induction programme for NQT's/staff which are new to the school
- Leading half termly meetings between the staff and the SENCo
- Keeping up to date with new National and Local SEN initiatives.

In addition to this, the SENCo regularly signposts parents to relevant training in the area which may be applicable to them/their child.

## **STORING AND MANAGING INFORMATION**

SEN information is stored in a secure location within a locked filing cabinet. Relevant information is passed on to Secondary Schools if still applicable at the time of transition.

## **ACCESSIBILITY**

Please see the 'Equality and Accessibility Policy' which can be accessed via the school's website.