

# St Joseph's Catholic Primary School



## SEND Policy

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## SEN and Disability Policy

### Mission Statement

At St. Joseph's we aim to promote  
a learning community based on the Gospel values of  
Love, Trust and Respect  
where the achievements of everyone  
are recognised and celebrated.

Living, Learning and Loving together with Christ.

**Name and contact details of SENCO - Miss Elaine Mathews, Assistant SENCO  
Mrs Helen Love**

**The Assistant SENCO is a member of the senior leadership team**

**The policy was drafted with the senior leadership team with support from the LA  
SEND Consultant.**

**The policy is available to all parents/carers via the school website or by request at  
the school office.**

# SEN and Disability Policy

## **Rationale:**

At St. Joseph's Catholic Primary School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

St. Joseph's Catholic Primary School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

## **Objectives:**

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, 'Keeping Children Safe 2016', Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

## **Roles and Responsibilities:**

The Special Educational Needs Co-ordinator (SENCO):

- overseeing the day-to-day operation of the policy
- co-ordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Classroom Assistants support individuals and groups of pupils at SEN support level of provision, both in class and through withdrawal for targeted interventions/programmes. (see Classroom Assistant Timetables)

The Governor responsible for SEN is Miss Elizabeth Greenacre

The Designated Person for Child Protection is Miss Elaine Mathews

The Designated member of staff responsible for managing pupil premium is Miss Elaine Mathews

The SENCO and designated teacher meet on a termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN. SEN reviews and PEP meetings are co-ordinated and where possible meetings are held on the same day.

The Designated member of staff for looked after children is Miss Elaine Mathews  
See LAC Policy

#### **Access to Facilities and Provision:**

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

#### **Allocation of Resources:**

The Head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

#### **Access to the Curriculum**

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and

accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

### **Identification, Assessment, Planning and Review Arrangements:**

St Joseph's Catholic Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012).

St Joseph's Catholic Primary Schools assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map outlines all SEN support and is updated each term.

The following are *not* SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked - after child
- Being a child of service personnel

Sometimes behavioural difficulties in school are an indicator that a pupil has Special Educational Need. When concerns are significant we may ask our SENCO to evaluate the case and seek additional support for a pupil when appropriate.

### **SEN support - four part cycle**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified these are discussed with the SENCO.

### **Assess**

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, other professionals and parents/carers will contribute to the assessment.

### **Plan**

Parents will be formally notified. The SENCO will invite parents/carers and the class teacher to a meeting in school. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the SEN Provision Map and the school information system.

## **Do**

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

## **Additional Top Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

## **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

**Further details on provision for pupils with SEN can be found in the SEN information document.**

## **SEN information document**

This report can be found on the school website. It outlines the provision St Joseph's Catholic Primary School makes for all pupils with SEN and within the four broad areas of need - communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

## **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to *secondary* the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

## **Partnership with Parents/Carers:**

St Joseph's Catholic Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Information, Advice and Support Services

information is also given, including contact details for the Parent Partnership Office. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. The Parental Support Adviser, Mrs Barbara Hepple, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating training. The Early Help Plan is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation:**

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed on a termly basis with the Classroom Assistant who delivers the support/intervention programme. Pupils in Key Stage 2 are invited to attend their termly review meeting.

### **Monitoring and Evaluating the Success of Provision:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time - e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils. (Questionnaire for parents of pupils with SEN, pupil views of additional and different provision they receive)
- Regular meetings between SENCO, head teacher, subject leads and classroom Assistants who deliver specific intervention programmes e.g. Rapid Writers
- Provision Mapping - used as a basis for monitoring the impact of interventions
- LA audit to externally validate provision and outcomes for pupils with SEN.

### **Staff Development:**

The SENCO ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO. See Annual SEND report for further details.

### **Medical Conditions**

St Joseph's Catholic Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical

conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

**Admission Arrangements:**

The school complies with the criteria set out in the LA's admission policy with regard to pupils with SEN. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN.

**The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker / class teacher / form tutor attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

**This SEN and Disability policy will be reviewed and amended annually.**