



**St. Joseph's**  
Catholic Primary School

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

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SEND Policy Autumn (November) 2017 – review Autumn (November) 2018



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**Mission Statement:**

**At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER!**

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

## **Guiding Principles**

This policy has been written with regard to the 2015 SEND Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

## **A1 DEFINITION**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this.

A child 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 child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

## ***Aims and objectives:***

The Governors and staff of this school recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.



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We aim to:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with Special Educational Needs and Disability (SEND)
- To work in partnership with parents to plan and support all stages of the child's development.
- Ensure that our curriculum is responsive to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.
- Identify, assess, record and regularly review pupils' special educational needs and disability.
- Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- To work closely with support agencies to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

### **A2 ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole.

#### ***SEN Governor***

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- The named SEND governor is Mrs Deborah Taylor.

#### ***SENDCo***

The SEND Coordinator is Mrs Karen Ford; she works with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with SEND.

She is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- supporting the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND in conjunction with the class teacher
- advising on a graduated approach to providing SEND support, liaising with and advising other members of staff
- helping to identify children with special educational needs and disability, assessing and planning for progress
- maintaining the school's special needs and disability register
- acting as Designated teacher for Looked After pupils with SEND
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and other professionals as appropriate



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- being a key point of contact with external agencies, especially the Local Authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- oversee managing support assistant deployment along with the class teacher
- supporting the professional development of teaching assistants
- regularly liaising with the SEND governor

### **Headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Teaching Staff and Teaching Assistants**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy

### **A3 CO-ORDINATING AND MANAGING PROVISION**

The Headteacher and SENCo meet frequently to discuss SEND issues.

The SENCo meets with class teachers to give support and advice. SEND provision is discussed termly at Pupil Progress meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Development Plan. The SENCo oversees the provision using provision mapping. The SENCo alongside the SLT monitors the placement of TA support throughout the school. This is dependent on the Special Needs and Disability requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents of pupils with SEND. Pupils with Statements or Education, Health and Care Plans also have an Annual review meeting with the SENCo.



St Joseph's strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **A4 SPECIALISMS AND SPECIAL FACILITIES**

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the Learning Support File on Staff Docs. Arrangements are made to allow as much independence as possible, but with support available as and when necessary.

The SENDCo and Governor with responsibility for SEND liaise regularly to discuss provision within the school for all children with SEND.

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

### **B1 ALLOCATION OF RESOURCES**

Delegated funding for pupils with a Statement of Special Educational Need & Disability or an EHC Plan is mainly used to pay salaries for staff who support these pupils.

Other devolved funding is allocated to support the needs of other pupils with SEND.

Where children with SEND are eligible for Pupil Premium Funding, the money is carefully allocated in line with the school's pupil premium statement (see school website).

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of SEND pupils.

The Local Authority may provide top-up funding if applied for through the Higher needs block funding form.



## **B2 IDENTIFICATION, ASSESSMENT AND REVIEW**

The progress of the children is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with children are alert to emerging difficulties and respond early. In deciding whether to make special educational provision, the Headteacher and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, the SENDCo may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. St Joseph's Catholic Primary School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEND support, school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs and Disability as set out in the Code of Practice (DfE 2015). The LA SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. The four key principles are:

- Assess:* the class teacher and SENDCO should clearly analyse a pupil's needs before identifying a child as needing SEND support.
- Plan:* parents must be notified wherever it is decided that a student is to be provided with SEND support.
- Do:* the class or subject teacher should remain responsible for working with the child on a daily basis and retains responsibility for the pupil's learning and progress.
- Review:* the effectiveness of the support should be reviewed in line with an agreed date (termly)

A register of pupils with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems



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The SENDCo and the class teacher, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of children with SEND support are held each term and led by the class teacher. These meetings provide an additional opportunity to review progress, celebrate achievements and agree expected outcomes for the pupil.

### ***Provision***

Provision for children with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to children's individual needs. Such provision is recorded on the SEND Pupil Profile.

### ***Categories of Special Educational Need***

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and interaction: needs  
Speech, Language and Communication  
Autistic Spectrum Disorder including Aspergers and Autism
- Cognition and Learning:  
Learning difficulties  
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties:  
Behaviour reflecting underlying underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- Sensory and/or physical:  
Hearing Impairment, Visual impairment  
Physical disability, Multi-sensory impairment

### **Supporting pupils with medical conditions**

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting Pupils with Medical Conditions Policy.



## **CURRICULUM ACCESS AND INCLUSION**

St Joseph's strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children
- measures taken to make the curriculum accessible to all

## **B3 EVALUATING SUCCESS**

Parents/guardians, staff and pupils meet each term, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCo and subject coordinators
- Analysis of pupil tracking data and test results – for individual pupils  
- for cohorts
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

## **B4 COMPLAINTS PROCEDURES**

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. They will then be referred to the school's complaints policy.

The Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service is available to support parents in meetings concerning their child's progress and welfare.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **C1 STAFF DEVELOPMENT**

The school is committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for TAs, SSAs and lunchtime supervisors, SENDCo and TA group meetings, attendance at liaison group meetings and the reading and discussion of documents on SEND. Staff meetings are arranged to respond to the specific needs of the school.



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## **C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENDCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first and additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENDCo holds contact addresses and request forms for other agencies and support services.

## **C3 PARTNERSHIP WITH PARENTS**

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with special educational needs and disability to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs and Disability Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school.

## **C4 THE VOICE OF THE CHILD**

At St Joseph's all children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. We encourage pupils to participate in their learning by being present for at least part of review meetings, where appropriate, to share their wishes and feelings with families and staff. This is difficult for some children, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Pupils are encouraged to take part in the reviews and be part of the evaluation of their successes and needs either in person or on paper.

## **C5 TRANSFER ARRANGEMENTS**

The SENDCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with

the children. The SENDCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.



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For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENDCo of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

### **C6 Monitoring and Review**

The implementation of this policy will be monitored by the SEND Governor.

This policy will be updated in line with new initiatives.

This policy will be reviewed in Autumn 2018 and annually thereafter.