

# ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

## POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

### **Principles:**

The aim of the Code of Practice for Special Educational Needs and Disabilities is to enable pupils with Special Educational Needs and Disabilities to gain equal access to the curriculum and achieve to the best of their ability. The Code of Practice states that:

**A child has a special educational need if he or she has a difficulty in one or more of the following areas:**

**1.Learning 2.Behaviour 3.Communication 4.Physical**

As a result, special educational provision needs to be made for him or her. This provision is **additional to and different** from the general classroom provision.

A child has special educational needs if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability. (A physical or mental impairment with an adverse effect on the pupil's ability to carry out normal day to day activities). This prevents or hinders the child from making use of educational facilities which are provided for children of the same age. This disability should be substantive.
- c) Is under five and would, if special educational provision were not made, be likely to fall into group a) or b) when over five.

The 1996 Education Act (Revised 2011) states that:

Every child is entitled to a broad and balanced and relevant curriculum including the National Curriculum and Early Years Foundation Stage Curriculum which is relevant to his or her individual needs.

## 1. **General Aims and Objectives :**

The objectives of St Joseph's SEND policy are to provide a timely and effective service to meet the needs of children with SEND. (Special Educational Needs and Disabilities)

In accordance with the Catholic ethos of the school, this policy affirms that all children are of equal value and importance:

*"The school works to help the children respect and discover the best in each other. It wants them to make the most of their learning experience together - to develop their many talents and achieve their highest potential." (School Mission Statement)*

It is the policy of St Joseph's to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and Disabilities (SEND). The learning difficulties which these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEN Co-ordinator, support staff, and external agencies. The school aims to provide for all the needs of the child whilst encouraging integration in class and school activities. This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with SEND, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the National Curriculum.

## 2. **SEND Principles, Roles and Responsibilities :**

- a. The school SEND Policy implements implications from the National Standards for SENCO, (1998) the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act for pupils with disabilities 2010.
- b. The SEN Co-ordinator for St. Joseph's Catholic Primary school is Mrs Eileen O'Sullivan.
- c. The School Governors exercise the responsibility - delegated through the Headteacher and Senior Leadership Team - for ensuring that adequate resources are allocated for Special Needs,

including both an appropriate school staffing structure and the necessary support and release time for the SENCO to fulfil her statutory and other duties.

- d. There is also a dedicated Governor for SEND whose role it is to champion the issue of SEND within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs and Disabilities.
- e. The Class Teacher has the responsibility to consult with the SENCO and support staff and is the main source for the delivery of support to children with Special Needs. Teachers are also responsible for setting clear progress targets for pupils and involving parents and pupils in planning and reviewing progress. Management has the responsibility for the provision of adequate liaison time.
- f. Educational provision for pupils with SEND is specified in "Provision for SEND: Operational Procedures" which is reviewed annually by the SEN Co-ordinator.
- g. The school admission arrangements follow the criteria for Catholic schools in the Archdiocese of Westminster and the Harrow LA guidelines.
- h. The School Governors ensure that all school developments and policies take account of inclusive principles and are made known through the school community.  
The Governors:
  - value the diversity among the children of the school.
  - affirm that each child is entitled to receive a broad, balanced and relevant curriculum.
  - recognise that each child has individual needs requiring a flexible response.
  - acknowledge that each child and family is entitled to be treated with respect by making arrangements that protect and enhance their dignity.
- i. There are no SEND specialisms or special units within the School. The School has special facilities which increase or assist access to the school by pupils with SEND including a disabled toilet in the

office area, a lift both in the main school building and in the Year 1 / 2 block and ramps.

### **3. Identification, Assessment and Provision for SEN Children : A Graduated Approach**

- a. A positive discrimination is exercised in favour of children with special needs who require more resources to enable them to learn. Support is provided in proportion to the level of pupils' need. The distribution of resources amongst children with SEND aims to be both balanced and equitable over the long term. Greater provision of classroom support is focussed on the early years with the aim of preventing more significant problems later on in a child's schooling. Class teachers aim to provide each pupil with differentiated activities in all core elements of the National Curriculum.
- b. The identification/assessment/plan and review procedures are:-
  - I. On admission to Reception, early identification of pupils with SEN is made from initial observations and assessments made through the children's individual learning journals and data entry on the Early Years Foundation Stage Profile compiled by the class teacher and support staff and aided by reports from pre-school agencies and information supplied by parents.
  - II. After Reception, the initiative for recognising that a child has SEN lies with the class teacher who informs and consults with the SEN Co-ordinator and requests that the child is placed on the SEN Register. Together they undertake more detailed identification of the need and form an assessment of the provision required. Parents must be kept fully informed at all stages of the process. Additionally, the Assessment Co-ordinator reviews the data in the class tracking reports with each individual Class teacher on a termly basis to ensure that any child showing any signs of difficulty has been identified and appropriate support has been put in place.
  - III. First and foremost , pupils' needs will be met through quality first teaching delivered by the class teacher, and where

necessary supported by a learning support assistant through appropriately differentiated planning; where consideration is given to setting high expectations and questioning.

- IV. The progress for each child at SEN support or having a Statement of Special Education Needs / Education, Health and Care Plan is formally reviewed once per term by the class teacher/the SEN Co-ordinator/outside agencies, following in-class observation and assessment and consideration of any relevant reports from outside agencies. Parents attend these meetings where their views will also be sought and taken into account.
  - V. Allocations of "support staff" or requests to external agencies are made by the SENCO in consultation with the class teacher, parents and when necessary discussion with the Headteacher.
- c. The skills of each pupil with SEND will be developed so that the pupil can take up their right to a full, balanced and broad curriculum, including both extra-curricular and National Curriculum activities.
  - d. The Education of Disabled Pupils :  
At St Joseph's we will take "reasonable steps" to protect disabled pupils from social exclusion and disadvantage by not treating them less favourably than able bodied pupils and by making 'reasonable' adjustments to the school premises to ensure no substantial disadvantage takes place.

SEN provision for disabled children will be made through the SEND route and physical access needs will be met through longer term and more strategic planning duties of St Joseph's School.

We will take "reasonable steps" to ensure that disabled pupils will have access to:

1. The physical environment.
  2. The curriculum.
  3. The provision of information in accessible formats.
- The school has drawn up an Accessibility Plan.

All reasonable steps will be taken to find out whether prospective or existing pupils have a disability (on admission).

See Also The Disability Equality Policy.

e. The Education of Sick Children:

If a pupil is unable to attend school because of illness or injury (for more than 15 working days), they will have their educational needs identified and will receive support quickly and effectively. The school will provide continuum of education by:

1. Providing information about ability and programmes of work.
2. Actively monitoring progress.
3. Being active in the re-integration process.
4. Encouraging and facilitating liaison with peers.

It may be necessary to place a child on the Special Educational Needs and Disability Register to monitor their progress and to provide a broad and balanced curriculum.

e. **ABLE, GIFTED and TALENTED :**

At St. Joseph's we recognise that children who are unusually able may need extra attention to foster and develop their gifts and talents through an extension or enrichment of the curriculum.

**Please refer to the School Policy for Able, Gifted & Talented children.**

- g. To ensure that children with SEND are fully integrated within the school, the following guidelines must be applied:-
  - I. Equal opportunities must be created throughout the school for children with SEND to participate fully in all aspects of the life of the school community.

II. Children with SEND will normally be supported within their classroom by their Class Teacher, Teaching Assistant, Support Teacher or other qualified support staff. Children are withdrawn from the class ONLY when the need to develop specific skills makes this essential and small group work /individual work out of the classroom setting is judged to provide a more effective way of working.

III. A child with a Statement of Special Education Needs / Education, Health and Care Plan for whom a Teaching Assistant is employed will normally be taught within a group of pupils within the child's class.

h. The sole criterion for success of the School's SEND Policy is the extent to which the needs of children with SEND are met. Success will be formally evaluated each term.

These measures will include:-

- Remission observed in each child with SEND by regular comparative review of their targets and progress made and by the level of additional support required.
  - The satisfaction expressed by parents of children with SEND whose views will be sought.
  - The extent to which parents, teachers and pupils have collaborated in addressing the need.
  - The time taken to make an accurate, initial identification of children with SEND and to allocate appropriate provision for their needs.
  - The time taken to assess need and make appropriate provision following a decision to seek an increased level of support.
  - The degree of integration achieved by children with SEND.
  - The attainment and achievement made by children with SEND
- i. Management of complaints from parents is the responsibility of the Headteacher. He will undertake consultations with (but not be restricted to) the Special Needs Co-ordinator and the class teacher before responding to the parents and their child. When their child is admitted to the school, parents will be informed of the scope of Special Needs provision available within the school (School offer available on school website), the ways in which pupils

will have access to that provision, and the opportunities for parents to act if they have a concern which has not apparently been noted or addressed.

#### **4. Staffing Policies and Partnership with External Agencies :**

- a. The School encourages all teaching staff and teaching assistants to participate in in-service training for SEN through staff development days, curriculum meetings and LA inset programmes. The Special Needs Co-ordinator has received in-service training specific to the role.
- b. Harrow LA Learning Support Services may be used as a source of advice /training on action and resources, in an advisory capacity for planning differentiated work, and for reviewing progress.
- c. The general policy of the School encourages close liaison between parents and teachers. Parents must be informed immediately any SEN is identified in their child; their views and co-operation must be sought and their wishes taken into account before any course of action is agreed.
- d. Links have been established with three secondary schools, namely the Salvatorian College (Harrow), the Sacred Heart Language College (Harrow), and St Gregory's RC High School (Brent) to which many of the school's pupils transfer. When a pupil transfers to another school, full SEN records are transferred with the child and, if required, the Special Needs Co-ordinator will brief staff at the recipient school to aid continuity of learning provision. For pupils with a Statement of Special Educational Needs/ Education, Health and Care Plan, the SENCO of the receiving high school will be invited to the child's Annual Review in the Summer Term of their final year (Year 6) at St Joseph's.
- e. The advice of external agencies, including health and social services, educational welfare services and voluntary organisations may be sought on the authority of the Headteacher. The Special Needs Co-ordinator will maintain a list of contact names, addresses and telephone numbers for a wide range of organisations, and staff should consult her if they wish to seek advice from external agencies.
- f. The school is mindful that it is placed in a position of trust by all stakeholders and there is a general expectation that a professional

approach will be used in all matters of confidentiality.  
(Please see Confidentiality Policy)

Compiled by : Mrs O'Sullivan	Revision Number : 13
Ratified by Governors : Jan 2017	Review date : November 2017