



Special Educational Needs and Disability Policy

St Joseph's is a **happy**, welcoming **community**, enriched by our **diversity**, where we strive to be **better than our best**.

A place where we **love** one another, love **learning**, love **Jesus** and **love life**.

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| Date of Policy | Autumn Term 2022 |
| Next Review | Autumn Term 2023 |

St. Joseph's Catholic Primary School

Special Educational Needs and Disability Policy

Here at St Joseph's, where every aspect of school life is built upon Gospel Values, we seek to create an atmosphere supported through prayer and worship, whereby everyone who has an interest in our community can feel valued and believe their happiness is the pursuit of all, as we grow closer to Jesus Christ.

Through a curriculum that supports the holistic development of each child by encouraging them to reach their full potential, we will maintain a high-quality education, within the resources available, and seek to develop the necessary partnership links with home and parish, so that all are able to participate as members in the wider community.

Introduction

The Governing Body and the Headteacher have overall responsibility for the school's Special Educational Needs Policy.

- The school's SENDCO is Mrs A Toward.
- The Governor responsible for SEND is Miss T Thomas.
- The day-to-day implementation of this policy is the responsibility of all staff in the school.
- The SENDCO and link governor ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and all other policies within the school including:
 - ← Child Protection and Safeguarding Policy
 - ← Admissions Policy
 - ← Medical Policy
 - ← Behaviour Policy

Rationale

The following policy is informed by the Special Needs Code of Practice 2014 and the Children and Families Act 2014 which the school has a statutory obligation to adhere to.

Definition of special educational needs (SEN) or a disability

At St. Joseph's Catholic Primary School, we have adopted the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

SEND:

- 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 child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - ← has a significantly greater difficulty in learning than the majority of others of the same age
 - ← Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.
- 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.

Disability:

- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Objectives

- To support all children to develop to their full potential irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- To provide a clear identification path for pupils with special educational needs and disabilities
- To develop a clear, graduated approach to supporting pupils with additional educational needs
- To involve parents in a partnership of support
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their potential
- To ensure all pupils are included in every aspect of school life
- To promote effective partnership working both within school and with external agencies
- To take into account the views, wishes, aspirations and feelings of pupils (according to age and ability).

Identification, Assessment and Provision

The school is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. School recognises that early identification is the solution to improving long term outcomes for pupils. Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's Headteacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs and differentiated quality first teaching is a priority for all pupils including those with SEND. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, the class teacher and SENDCO will use any prior information to:

- Provide starting points for the development of an appropriate personalised curriculum.
- Identify and focus attention on supporting the child within the class and the wider school day.
- Use assessment processes to identify learning difficulties, disabilities and support needs.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Ensure that there is a programme of assess, plan, do and review

A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom. If this is the case the pupil will be discussed with the SENDCO in order to decide if additional/different provision is required and if so what form this provision needs to take. Support will be put into place immediately to secure better progress for the pupil. The pupil will also be registered on the school's SEND register if the school decides that the pupil requires different/additional support in order to make good progress and achieve the desired outcomes. PIVAT assessments may be used to track pupil progress and to provide class teachers with support in identifying areas of strength and areas for development. Where this is not appropriate the Early Years Foundation Stage Profile and/or the National Curriculum will be used to assess pupils.

Categories of SEN

Pupils identified within school as having SEND will be registered on the school's SEND register under one of the four broad areas of need as defined in the Code of Practice 2014(COP):

Communication and Interaction

Children may have speech and language delay, impairments or disorders, hearing impairments or Autistic Spectrum Disorder.

Cognition and Learning

Children may experience general or specific learning difficulties such as dyslexia and require systematic programmes to aid progression. Such requirements may also apply to some extent to children with physical and sensory impairments and Autistic Spectrum Disorder. Specific learning difficulties include, for example, Dyslexia and Dyspraxia.

Social and Emotional Mental Health

Children may be withdrawn or isolated, disruptive or disturbing, over-active, impulsive or lacking in concentration, have immature social skills or present challenging behaviour.

Sensory and/or Physical Difficulties

Children may have profound and permanent deafness, may be blind or partially sighted or suffer lesser or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes and require access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the difficulties are due to limitations in their command of English or arises from special educational needs. External advice/assessment will be sought if necessary.

Graduated Approach

Where a pupil is identified as having SEND, school takes action to remove all possible barriers to learning and put effective special educational provision in place. This provision is revisited through the assess, plan, do and review cycle. This is to ensure children are making good progress and that the provision is meeting their needs.

Children who are identified as having SEND will be supported appropriately with school making provision to meet children's needs. Additionally school will also request advice and support from external agencies to support in planning provision for children. Professionals from external agencies who have given advice to support children will be invited to monitor and review progress. Parents will be kept informed of proposed support and the involvement of outside agencies.

If children have a high level of need and are not making adequate progress through support provided from school and external agency advice, school may apply for an Education and Health Care Plan. An application may be made to the Local Authority for a statutory assessment, with the Authority deciding on the most suitable provision to meet the child's needs. This will follow multi agency meetings where the needs of the child and provision to meet these needs are agreed. This will be reviewed annually.

Provision is made to ensure transitions between Key Stages and year groups are as smooth as possible. Information about children will be passed on to the new class teacher in advance and a planning meeting will take place between the new and current class teacher. Children will spend time in their new classrooms to familiarise themselves with class layout and staff in the new environment. If necessary, additional time and provision will be afforded to ensure transitions are as easy as possible. If a child moves to another school their needs will be discussed with the SENDCO from the new school and a meeting will be arranged with the SENDCO from both schools and the child's parents. All documentation will be passed on to the new school as soon as possible. Transition visits will be arranged between the schools so children can familiarise themselves with their new environment.

Roles and Responsibilities

As a school community, we share the responsibility for addressing the needs of the children with SEN. The Governing Body, the headteacher, SENDCO, class teachers, teaching assistants and parents all have important roles to play.

The Governing Body will:

- Ensure that provision is made for pupils with SEND.
- Ensure that teachers are aware of the importance of identifying and providing for children with SEND.
- Have regard for the Code of Practice in respect of their duties towards pupils with SEND ensuring that pupils receive all necessary support.
- Ensure that SEND pupils take part with other pupils in all school activities in so far as this is reasonably practical.
- To ensure all children, including SEND pupils receive a broad and balanced curriculum.
- Ensure that a climate is created in school, which is inclusive of children with SEND and where the quality of education offered to all is of a high standard.
- Appoint an SEND link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.
- Provide support to the SENDCO and Headteacher.

The Head Teacher will:

- Be responsible for the day to day management of all aspects of the school, including the support for children with SEND.
- Determine, organise and implement the curriculum of the school, including that for pupils with SEND.
- Deploy staff as necessary, giving responsibility to the SENDCO and class teachers, but still ensuring that every child's needs are met.
- Liaise closely with the SENDCO.
- Keep the Governing Body fully informed about the provision for children with special educational needs.
- Ensure all SEND funding is allocated and spent appropriately to meet the needs of the children.
- Ensure that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEND within the school.
- Ensure the SENDCO receives training and induction in their roles.

The SENDCO will:

- Oversee the successful implementation of school policy for SEND, ensuring that provision is made for all pupils.
- Implement procedures for the evaluation and monitoring of the policy and SEND Information Report annually.
- Advise a on graduated approach.
- Co-ordinate provision for children with SEND.
- Ensure that appropriate support plans are in place.
- Liaise with other staff, primary and secondary colleagues, parents and outside agencies on matters regarding SEND policy and practice.
- Be a key point of contact with external agencies.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Provide advice, guidance and support for all staff on such matters as identification, monitoring, recording and assessment of SEND, and provision of suitable resources.
- Be familiar with the SEND Code of Practice and other SEND information; provide staff with updated information on issues relating to SEND. This may include organising or attending INSET and

providing staff development opportunities regarding SEND.

- Write referrals to outside agencies for additional support.
- Hold annual reviews for those pupils at SEND Support and Support Plus and those pupils with Educational Health Care Plans.
- Report regularly to the governing body.
- Liaise with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and school governors so that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all children with SEND up-to-date

The Responsibility of the Class Teacher

The SEND Code of Practice clearly acknowledges the important role fulfilled by the class teacher and is responsible and accountable for all pupils including those with SEND. They need to:

- Be fully aware and implement the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- Write and review Support Plans every term, sharing and reviewing with parents.
- Monitor progress and be responsible for identifying, planning and delivering any additional help a child may need.
- Ensure that the curriculum and taught lessons cater for the needs of all children including those with special needs and disabilities. (i.e. through differentiated activities)
- Work with SEND pupils on a daily basis to deliver the individual programme set out in the support plan.
- Clearly identify the role of the teaching assistants.
- Complete a class provision map half termly and individual provision maps at least termly. This could be half termly if necessary.
- Continuously assess pupil progress and identify the next steps to learning.
- Develop effective relationships with parents and keep them informed of pupil progress.
- Take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil.
- Assisting the SENDCO in the writing of referrals to outside agencies for additional support.
- Keep SEND files in the classroom and ensure they are kept up-to-date.

Teaching Assistants will:

- Provide relevant support to identified pupils.
- Develop positive working relationships with parents and professionals.
- Assist with the recording, monitoring and evaluation of pupils' progress.
- Assist with the identification and effective provision of appropriate resources.
- Undertake appropriate INSET.
- Work alongside the SENDCO and teaching staff in the preparation of Support Plans and reports for review meetings.

SEND Files

Where appropriate classes have a SEND file which is accessible to all working in that class and those in charge of monitoring i.e. SENDCO and Headteacher. These are for each pupil in the class who are on the SEND register. This file contains support plans and evaluations, documentation from other professionals involved and assessment information. These files are shared with Teaching Assistants.

Individual SEND Files

Each child who has had advice from an outside agency has their own file which is kept by the SENDCO in a filing cabinet. These files contain everything that concerns that child, including reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which will be kept

in the child's folder in class and stored in the class cupboard. This is accessible to all those working with the child concerned.

Early Years

SEND Support:

When early years education practitioners who work, on a day-to-day basis with children identify that a child has SEND then:

- Together with the SENDCO interventions that are additional to or different from those provided as part of the usual curriculum entitlement, are provided to meet the child's needs.
- A Support plan will be devised.
- Parents will be notified and as part of an initial meeting a joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the targets at home.
- SENDCO will monitor planning, future interventions and review action.

SEND Support Plus:

- If the child is not making progress and advice from an outside agency is required the child will progress to what school deems to be SEND Support Plus.
- Any advice and strategies given will be implemented, including any alternative interventions that are additional or different.
- A meeting will take place with the class teacher, parents, SENDCO and other agencies involved. A joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the targets at home.
- Further monitoring will occur.
- Termly review meetings will take place with the SENDCO, class teacher and all professionals working with the child.
- Decision reached at Assessment Planning meeting that an application will be made to the Local Authority for an Educational, Health and Care Plan (EHCP)
- Class teacher and SENDCO will prepare advice from multi-agency involvement with parental and child information and a referral to the LA will be initiated.

Key Stage 1 and 2

SEN Support:

- When a class teacher identifies that a child has SEND – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.
- The class teacher remains responsible for working with the child on a daily basis and for the planning and delivery of an individualised programme of work.
- An outcome based Support Plan will be drawn-up.
- Parents will be notified and as part of an initial meeting a joint plan of action will be agreed. This will include the child's view, agreed targets and the parents' role in supporting the targets at home.
- SENDCO will monitor planning, future interventions and review action.

SEND Support Plus:

- If the child is not making progress and advice from an outside agency is required the child will progress to what school deems to be SEND Support Plus.
- Advice is implemented and targets set, monitored and reviewed on a new support plan.
- SENDCO will supervise assessment, future planning and interventions, monitoring and reviewing action taken in discussion with all concerned.
- In addition to the SENDCO and external specialists, the Headteacher, Deputy Headteacher, English and Maths subject leads may be involved to offer support and advice in the delivery of an individualised programme of work (alternative learning strategies, resources, specific targets etc.).
- Termly review meetings will take place with the SENDCO, class teacher and all professionals

working with the child.

- Decision reached at Assessment Planning meeting that an application will be made to the Local Authority for an Educational, Health and Care Plan (EHCP)
- Class teacher and SENDCO will prepare advice from multi-agency involvement with parental and child information and a referral to the LA will be initiated.

Educational Health and Care Plan:

The SENDCO will:

- Respond to all communication (parents, LA, agencies).
- Negotiate with support services where required.
- Meet and support parents with all necessary arrangements.
- Arrange annual review meeting and forward subsequent documentation to the Local Authority.
- Endeavour to include 'Pupil Voice' by:
 - ← listening to the views of the child
 - ← involving the child in understanding their difficulties and what is needed to overcome them.
 - ← encouraging the child to make choices about targets on their Support Plan and other elements of the SEND process, facilitated by an adult.
 - ← Support child in attending the meeting where appropriate

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets/outcomes will set out strategies for supporting the child's progress. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Maths skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Poses a danger to the child's/other child's safety because of their behaviour.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers

School Request for Education, Health and Care Plans

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous evaluated and costed support plans.
- Records of reviews and outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment expectations in key areas
- Detailed costed provision maps.
- Education and other assessments, for example from an advisory specialist.
- Educational Psychologist assessment.
- Views of the parents and child.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be invited and informed of the outcome of the review.

Partnership with Parents

All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have termly meetings to share the progress of special needs children with their parents.

We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents have access to the SENDCO and can make appointments to see her when necessary.

Transition from Primary School to Secondary School

Transition to secondary school can be difficult for many pupils, but particularly so for pupils with special needs. During the final primary year, it is vital, therefore, that plans are made to make this major transfer as positive as possible for all involved. There needs to be allocated time for the SEND Child to make extra visits to their new school to become familiar with the geography of the building. All relevant records will be transferred to the SENDCO of the secondary school in the summer term prior to the child's admission. Above all there needs to be open lines of communication between the parents, primary school, secondary school and any outside agencies to allow for concerns and problems to be addressed.

Handling Complaints

Any parent can contact the Head Teacher, SENDCO, or class teacher and arrange an appointment should a problem arise. If a problem remains unresolved, a parent may take it further by following the procedures outlined in the School's Complaint's Policy as detailed on the school website.

Staff Training

- Courses linked to the school's action plan and relevant targets.
- Courses linked to an area of need identified by a teacher. If a member of staff attends the training

they will be responsible for providing a summary and evaluation of the course to the SENDCO and other staff in order to share learning and expertise developed.

Equal Opportunities

St. Joseph's does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have access to:

- a broad, balanced, differentiated and relevant curriculum.
- resources and displays.
- school routines and responsibilities.