



St. Joseph's Catholic Primary School Policy Special Educational Needs & Disability Policy

Date: November 2022

Next review: November 2023

Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

Rationale

At St Joseph's Catholic Primary School, we recognise the diverse nature of learning needs and aim to ensure all pupils, including those with SEND, have their needs met through a broad and balanced education and all children benefit from "Quality First Teaching": this means that teachers expect to assess, plan and teach children at the level which allows them to make progress with their learning. The National Curriculum is the starting point for our planning in order to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. But our curriculum aims to be fully inclusive and provides all children with the opportunity to fulfil their potential.

This Policy has been developed through consultation between Governors, Headteacher and SENCO, in line with the 2014 SEND Code of Practice. It details how St Joseph's Primary will do its best to ensure that the necessary provision is made for any pupil with SEN and those needs are made known to all who are likely to teach them.

SENCO – Danielle Dewhurst

Governor with responsibility for SEND – David Joy

Definition of Special Educational Needs

The 2014 Special Educational Needs and Disability Code of Practice (p15) states:

"A child or young person has SEN if they have 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 he or she:

- 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

"A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if



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special educational provision was not made for them (Section 20 Children and Families Act 2014)."

Broad Guidelines

This SEND Policy has been based on principles contained in the School's aims. These principles emphasise valuing each individual and fulfilling their potential through a broad, balanced curriculum suited to their needs.

The 2014 Special Educational Needs and Disability Code of Practice also stresses the need for a broad, balanced education for pupils with special educational needs, and recognises the need for close links between parents, schools, the Local Authority and all agencies involved in the welfare of pupils.

Aims

Principles

At St Joseph's we recognise the following principles:

- The Government's aim for every child, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- For school staff to have good relationships with other practitioners such as social workers, nurses, GPs and educational psychologists.
- That we aim to enable all children to fulfil their potential and contribute to the life and work of the school.
- That all children have individual and different needs and abilities which are to be valued.
- That all our children are entitled to receive a broad and balanced curriculum relevant to their needs.
- That children with SEND are entitled to receive the necessary provision and care.
- Required to meet their needs and enable them to take a full and active part in school life.

Objectives

- To ensure that the special educational needs of children are identified, assessed and provided for in accordance with the Code of Practice as early as possible in their school career, enabling all children to have full access to all elements of the school curriculum and school life.
- To review and modify provision as necessary in consultation with parents, children and professionals.
- To meet the needs of children with SEND as far as possible within a mainstream setting.
- To provide quality of learning opportunities for children with SEN with a view to promoting a positive self-image and self-worth, developing their levels of achievement and maintaining a positive attitude to school life.
- To make clear expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To achieve a level of staff expertise to meet pupils' needs.

Inclusion

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

- inclusive ethos.
- broad and balanced curriculum for all children.
- systems for early identification of barriers to learning and participation.
- high expectations and suitable targets for all.



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Management of Special Educational Needs within School

In line with our School's commitment to 'quality first' teaching, all staff are responsible for meeting the needs of all pupils, regardless of differences. Provision for children with special educational needs is a matter for the whole school.

Roles and Responsibilities

Governing Body

The Governing Body will appoint a member of the Body to be named as the person with Governor responsibilities for SEND. The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The Standards and Effectiveness Committee receives a report at every curriculum meeting to update progress on SEND issues.
- To hold termly meetings between the SEND Governor and the SENCO in order to discuss and monitor SEND pupils provision and progress.
- To review staff SEND CPD in Headteacher's report.
- To ensure that SEND is given a sufficiently important place in considering the staffing and financial resources of the school.
- The SEND Information Report is reviewed annually and details the effectiveness of provision in the last year, along with any significant changes to policy
- The SEND Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work.

- Day-to-day management of all aspects of the school's work including SEND provision.
- Ensuring adequate resourcing of SEND.
- Liaising with LA and external agencies as appropriate.
- Provision of leadership to provide a whole school approach to the operation of the Policy.
- Provision of time for the SENDCO to carry out the role as appropriate.
- The Headteacher will work closely with the SENDCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy.
- The Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan
- Keeping the Governing Body informed about the special educational needs provision made by the school.

SENDCO

The SENDCO is responsible for:

- Co-ordinating SEND provision for children
- Overseeing development and review of the SEND Policy.
- Managing the day-to-day operation of the SEND policy.
- Liaising with and advising teachers and non-teaching staff, maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- Consultation with the class teacher to ensure that appropriate provision is planned and implemented and that reviews take place.
- Provision mapping for all pupils with SEND and overseeing implementation and delivery.
- Supporting and liaising with parents.
- Contributing to staff and governors' meetings.
- Organising and contributing to staff training and leading staff meetings.



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- Collecting and overseeing provision of resources.
- Collecting evidence required by LA for funding or assessment.
- Completing the documentation required by external agencies and the LA.
- Consultation with the class teacher to ensure that appropriate provision is planned and implemented and that reviews take place.
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

Role of Class Teacher and Support Staff:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate provision and review progress and impact.

Teachers' specific responsibilities vary according to circumstances but their general responsibilities with regard to SEND, taken from the relevant DfE Teachers' standards are as follows:

1. Set high expectations which inspire, motivate and challenge pupils

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

2. Promote good progress and outcomes by pupils· be accountable for pupils' attainment, progress and outcomes

-be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

3. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

· have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- demonstrate and awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

-have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

4. Make accurate and productive use of assessment

- make use of formative and summative assessment to secure pupils' progress

- use relevant data to monitor progress, set targets and plan subsequent lessons

5. Manage behaviour effectively to ensure a good safe learning environment

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Teachers must also show an awareness of the school's procedures for children with SEND.

At the heart of each classroom is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements but those children whose attainments falls significantly outside the expected range may have special education needs.



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Admissions Arrangements

Pupils with special educational needs will be admitted to St Joseph's Primary School, in line with the school's admissions policy. The school meets with the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. For any student who's needs require additional support during internal annual transition suitable support will be put into place. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school/s to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Identifying Special Educational Needs

When identifying pupils with SEND they will be categorised in one or more of the 4 broad areas listed below. (See Local Offer for more detail)

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

- Communication and interaction - Autistic spectrum, Asperger's and PDA
- Cognition and learning -Dyslexia and moderate learning difficulties
- Social, emotional and mental health difficulties - ADHD and emotional difficulties
- Sensory and/or physical impairment - Visually impaired, Hearing impaired, Gross and Fine motor skills, Balance, Early Movement Skills

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests and standardised assessments. Teachers will then consult the SENDCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which;

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- Fails to make progress with wider development or social and emotional needs.
- Fails to make progress in self-help, social and personal skills.

The first two stages are the Graduated Response are the responsibility of the class teacher and there is no need to involve the SENC0 at these stages because they are paramount to good classroom practice.

Any additional support at this stage will be recorded on the Class Provision Map.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying



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out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

ASSESS - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least twice in each academic year.

The school's SEN Information Report (which contributes to the Local Authority's Local Offer) can be found on the school website. <https://www.stjosephsbrindle.com>

Integrated Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school or parent may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans -records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable) -medical information where relevant
- National Curriculum attainment, and wider learning profile - educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to an Integrated Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school -an educational psychologist
- health



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-social care

-anyone else that parents/ carers request

-a specialist teacher for the visually impaired or hearing impaired, if appropriate. From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they

- making progress significantly quicker than that of their peers
- closing the attainment gap between them and their peers
- making significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- making progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers This would be determined at the review stage.

Partnership with Parents/Carers

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk

This policy forms part of the school's SEN Information Report.

Partnership with parents plays a key role in enabling children with SEN to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education and parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves. Parents and carers are consulted and informed of changes to the SEND Policy. The SEN Information Report is updated annually on the school's website. Medical issues are first discussed with the parents/carers. If support is required, the school nurse will be contacted. A multi-agency approach may be initiated if school staff members require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made. Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. Where appropriate, they will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and the transition process.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self- evaluation)
- share in individual target setting across the curriculum
- self- review their progress and set new targets



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Partnership with external agencies

St Joseph's Catholic Primary is fortunate in having excellent working relationships with a range of outside specialists. For pupils at SEND Support any one or more of the following agencies may be involved (with parents'/carers' permission only). The following list is not exhaustive:

Lancashire County Council's Statutory SEND Team

- Specialist Teacher – Private consultant through Bought In Service
- Educational Psychology Service
- Speech and Language Service
- Occupational Therapy
- Parent Partnership Service
- School Nurse
- Community Paediatricians
- Behaviour Support Consultant
- Team Around the Family
- CAMHS

Training and resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHC Plans and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCO. The SENDCO will keep abreast of current research and thinking on SEND matters. The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCO will disseminate knowledge or skills gained through staff meetings, whole school In-service Training (INSET) or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. Funding is deployed in the budget to meet the cost of:

- additional staff support
 - providing intervention work for individuals and small groups
 - purchasing materials and resources
 - training for staff
 - provision of external specialists and advice, where required
- Storing and managing information The confidential nature of SEND information is fully recognised at St Joseph's Primary School. Hard copy files are stored in the headteacher's office, whilst electronic files are stored within our online, secure CPOMS programme and also within our secure Teachers Drive on our school computer system.

Reviewing the policy

This policy will be reviewed annually by SENDCO, Head, staff members and governors.



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Accessibility

The Disability Discrimination Act (1995), as amended in 2005, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. St Joseph's Primary publishes its accessibility plans, which can be found on the website. This therefore allows those with disabilities to be as fully included as other SEND students.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCO.
- Discuss the problem with the Headteacher.
- The Headteacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA.
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.

Revised and adopted by the Governing Body Date:

To be reviewed annually or in line with any change in legislation or DFE guidance.