



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

## **Special Educational Needs and Disability (SEND) policy**

### **CRC Article 28**

1. States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity.

### **Introduction**

St Joseph's Catholic Primary School has a named SENCO (Mrs Hickman) and a named governor (Carly Heath) who ensure that the St Joseph's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. At St Joseph's Catholic Primary School, it is the belief that all children have a right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (2014):

### Communication and interaction

- Receptive Language/ language comprehension
- Expressive Language
- Developmental Language Delay
- Developmental Language Disorder
- Social Communication and Interaction
- Speech sound Difficulties

### Cognition and Learning

- Mild and Moderate Learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning difficulty where pupils experience difficulty in one area.

### Social, emotional and mental health

- These may be temporary or long term and may affect the child's ability to learn. Children who experience social, emotional and mental health difficulties may also have additional difficulties as described in other sections. A child may fall into one or more of the above categories.

### Sensory/physical

- Hearing impairment
- Visual impairment
- Physical impairment
- Sensory difficulties

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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is in addition to, or different from, that made generally for others of the same age in a mainstream setting. Health care provision or social care provision which educates or trains a child or young person is also to be treated as special educational provision.

### **Policy Aims**

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil and parents in the planning and target setting for their child and to request, monitor and respond to parent's and pupil's views.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken or intervention that has occurred.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.

### **Policy Objectives**

- To identify as early as possible those pupils with SEND and the nature of their needs.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To work in cooperation with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of SEND pupils.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.

- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND.

Class teachers, supported by the senior leadership team and SENCO, make regular assessments of progress for all pupils. These 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.

**Reasons for a child being added to the SEN register may include the fact the he/she:**

- A pupil has SEND where their learning difficulty or disability calls for special educational provision. This provision is different from or additional to that normally available to pupils of the same age.
- Pupils may make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness and the appropriate intervention has been delivered.
- Show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some (or all) curriculum areas.
- Present with persistent emotional or behavioural difficulties which are not improved by the behavioural management techniques usually employed in the school. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN, but where there are concerns, an assessment may take place to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.
- Have sensory or a physical disability, and continues to make little or no progress, despite the provision of specialist equipment.
- Have communication and/or interaction difficulties, and continues to make little or no progress.
- Also, despite having received intervention, the child continues to fall behind the level of their peers.

**Procedure**

The SENCO is consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEND is maintained and updated termly by the SENCO. Parents are consulted on, and informed of any action, which the school proposes to take. In order to support children with special educational needs or disabilities, St Joseph's Catholic Primary School adopts a graduated approach built on the model of 'Assess- Plan-Do- Review'. The structured approach involves assessing and identifying needs, planning provision, support and interventions,

embedding and delivering high-quality support and provision, and then reviewing the effectiveness and impact of that support for pupils. This process is overseen by the SENCO and the Head Teacher.

### **SEN Support Action**

- The class teacher and SENCO will identify target groups and individual children who are not making expected progress.
- The class teacher and SENCO will identify appropriate support in order to meet the specific needs of each child.
- The class teacher has overall responsibility and will:
- Have already provided differentiated work and made use of any in class support from a classroom assistant.
- Have gathered information about the pupil, and made an initial assessment of the pupil's needs in consultation with the SENCO.
- Provide increased differentiation of classwork exploring ways in which increased support might meet the individual needs of the pupil. This will include opportunities for pre-teaching and gap filling in small groups in response to needs identified.
- In consultation with the SENCO, any outside agency support required will be identified and arranged. This includes (but not exclusively) Educational Psychology, Sycamore partnership, Counselling, Early years support, Occupational Therapy, Speech and Language, Learning support, visual and hearing impairment service and the school nurse.
- Regular reviews with parents will be held.
- The pupil's progress will be monitored and reviewed at termly pupil progress meetings and new interventions/strategies agreed with parents, which in turn are entered onto the provision map and LSP.
- The provision map records all interventions in place for every child and is reviewed in line with pupil progress meetings.

The class teacher takes the lead in co-ordinating the pupil's special educational provision, consulting the SENCO, but remains responsible for the meeting of need.

### **Educational and Health Care Plan (EHCP)**

In some cases, the conclusion may be reached that, having taken action at SEN support to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore draw the pupil to the attention of the Local Education Authority (LEA) with a view to a formal assessment under the 2014 Children and Families Act.

The school will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the pupil, on the earlier stages of assessment, action and support to date.
- Any relevant medical information.
- Where appropriate, evidence relating to Social Services involvement.
- Review of each Pupil Progress meeting indicating decisions made as a result of progress towards targets and any interventions that have taken place.
- Evidence of involvement of outside specialists.

- Once the formal assessment is completed, an EHCP may or may not be issued.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Annual review meetings will take place for every child with an EHCP in addition to the termly review meetings.

### **Involving Children with target setting**

- Children are supported through pre teaching and gap filling interventions in response to difficulties identified in lessons by children or teaching staff.
- Children are encouraged to identify their own difficulties through self-assessment of individual lessons so that interventions can be arranged to support these difficulties.
- Children on the SEND register are also supported to complete a comment sheet at the end of every term in order to determine targets for improvement.

### **The Role of the SENCO**

The SENCO at St Joseph's Catholic Primary School is Mrs Hickman and her responsibilities include:

- Managing the day to day operation of the SEND policy
- Coordinating the provision for children with SEND
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Managing the school based assessment and completing the documentation required by outside agencies and the LEA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- Liaising with secondary schools to ensure effective transfer of pupils in year 6 into year 7
- Supporting teachers in identifying and meeting the needs of individual and groups of children.
- Liaising with support staff who deliver the intervention programmes.

### **The role of the governing body**

- The named governor responsible for SEND is Carly Heath. The governing body does its best to secure the necessary provision for any pupil identified as having SEND.
- The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of providing for these children.
- The monitoring criteria include:
- The maintenance of accurate, up to date records by the SENCO and other staff
- Evidence of monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results (for individuals and groups of pupils)
- Value added data for pupils on the SEN/D register and children attracting pupil premium funding.
- Evidence from OFSTED inspection reports

- School profile
- School Development plan

**Policy Success Criteria**

- Every child makes expected or better than expected progress.
- The individual needs of every child are met; either through quality first teaching or adaptive teaching within class or by support from outside agencies.
- Staff understand the objectives of their curriculum planning for all pupils including pupils with SEND.
- SEND Policy is regularly reviewed, updated and monitored.
- This policy has been agreed by the governing body

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