

St Joseph's Catholic Primary School



SEND Policy

Start Date:	Review Date:	Adopted:
October 2022	October 2023	

Links with other policies and documents

This policy links to our policies on:

Accessibility Plan

Anti-bullying policy

Behaviour policy

Child protection policy

Equality information and objectives policy

Health and safety policy

Slips and trips policy

Supporting pupils with medical conditions policy

Tackling extremism policy

At St Joseph's Catholic Primary School it is our mission to provide a loving and caring atmosphere where everyone can reach his or her potential to the full. Our aim is to provide a school that is fully inclusive and where everyone is welcomed, valued and affirmed with prayer and worship at the heart of the life of the school.

This document is a statement of the aims, principles and strategies for the teaching of children who are deemed to have Special Educational Needs and/or disabilities, during their time in St Joseph's Catholic Primary School, Jarrow.

Policy Mission Statement

St Joseph's Catholic Primary School is an inclusive school that values the relationships that exist between family and community at all levels, as evidenced by the excellent relationships that exist among and between staff, pupils, governors and parents. We believe it is our responsibility to help all pupils to reach their full potential whatever their ability or circumstance and we are committed to providing the best possible environment for every pupil. It is our duty to provide equal opportunities for every person in our care by making reasonable adjustments, where possible, to cater for the individual needs of pupils in order to encourage and enable pupils to become independent learners. All staff work together to adopt 'a whole school approach' to Special Educational Needs and Disability and are committed to ensuring all pupils achieve our high expectations for all.

Definition of Special Educational Need and/or Disability - according to the SEND Code of Practice (2014)

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or

- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Introduction

Our school provides a broad and balanced curriculum for all children. The National Curriculum of 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs and/or disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have SEND either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

St Joseph's Catholic Primary aims to:

- Set out how our school will support and make provision for pupils with special educational needs.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Ensure equality of provision for young people with SEND.
- Take into account legislation related to SEND and Inclusion, including The Code of Practice for Special Educational Needs (January 2015), The Children and Families Act (2014) and the Equality Act (2010).
- Provide full access for all children to a broad, balanced and relevant curriculum.
- Ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed.
- Enable young people with SEND to achieve their potential.
- Work in partnership with parents/carers to enable them to make an active contribution to the education of their child.
- Take the views of the young person into account.

St Joseph's Catholic Primary objectives are to:

- Identify the needs of pupils as early as possible.
- Monitor the progress of of all pupils in order to aid the identification of students with SEND.
- Continuously monitor pupils with SEND with their teachers to ensure that they are reaching their full potential.
- Use reasonable adjustments to provide appropriate provision to overcome barriers to learning and ensure pupils can have access to a broad and balanced curriculum.

- Work with parents and carers to enable the best provision and support possible.
- Work with outside agencies to meet the whole needs of individual pupils.
- Create an environment where pupils feel safe and are able to voice their opinions and needs.

Roles and responsibilities

The SENCO is Paul Charlton and they will:

- work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- maintain the school's SEND register.
- have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- advise on the graduated approach to providing SEND support.
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- maintains resources and a range of teaching materials to enable appropriate provision to be made.
- be the point of contact for external agencies, especially the local authority and its support services.
- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- track the progress of children on the SEND register.
- ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor and Governing Body

The SEND governor is currently Ailine Gibson who, along with the Governing body, will:

- help to raise awareness of SEND issues at governing board meetings.
- monitor and challenge the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.
- ensure that children with SEND are admitted to our school in line with the school's agreed admission's policy.

The headteacher will:

- work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

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.
- identify next steps for learning and complete Action Plans with SMART targets to reflect the next steps.
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- ensuring they follow this SEND policy.

SEND Provision

Our school currently provides additional and/or different provision for a range of needs, including:

- communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- cognition and learning, for example, dyslexia, dyspraxia.
- social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- moderate/severe/profound and multiple learning difficulties.

Identifying pupils with SEND and assessing their needs

Early identification is vital. The school uses the SEND Ranges, in line with the LA policy, to identify children's barriers to learning. The class teacher informs the SENCO and the parents at the earliest opportunity to alert them to concerns and enlists the parents' help.

Pupils' current skills and levels of attainment will be assessed on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil.
- their previous progress and attainment and behavior.
- other teachers' assessments, where relevant.
- the individual's development in comparison to their peers and national data.
- the views and experience of parents.
- the pupil's own views.
- advice from external support services, where relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, which are recorded on pupil Action Plans, and their impact on the pupil's progress.

Individual Action Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have an individual Action Plan to map their provision and progress. All Action Plans are reviewed at least each term (Autumn, Spring and Summer) and targets are discussed at parents/carers' evenings and/or individual appointments.

Educational inclusion

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, including trauma or stress, and to take part in learning.

Additional support for learning

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities.
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we differentiate work appropriately and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, a different teacher, teaching assistant, outside agency or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

Partnerships with parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.
- we take into account the parents' concerns.
- everyone understands the agreed outcomes sought for the child.
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support. We will take account of the wishes, feelings and knowledge of parents at all times and actively encourage parents to contribute to their child's education.

We have regular opportunities for parents to discuss the progress of their child. We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs. Annual reviews are held to meet with parents of children with an EHCP to which involved agencies are invited, or six monthly if the child is under the age of 5 years old.

Partnerships with Other Schools and Professional Agencies

The provision for our SEND pupils is not limited to school alone. A large number of outside agencies are accessed to strengthen the support and to provide often specialist health expertise alongside educational support to develop a multi-agency approach to our SEND provision.

- Emotional Resilience
- Mentoring

- Life Cycle-CYPS and CAMHS
- Visually Impaired/Hearing Impaired Service
- EMTRAS
- Physiotherapist
- School Nurse/ Health Visitors
- Speech and Language
- Portage and Pre-School
- Occupational Therapist
- Educational Psychology Service
- Foundation of Light
- Healthy Minds Team
- Operation Encompass

For information about other external agencies which can be contacted for help/advice, please consult the South Tyneside Local Offer www.southtyneside.gov.uk.

Monitoring and evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term.
- reviewing the impact of interventions and recording evaluations and next steps onto individual action plans.
- Seeking pupil views.
- using provision maps to measure and record progress.
- holding annual reviews for pupils with statements of SEND or EHC plans.

The SENCO monitors the movement of children within the SEND system in school.

- The SENCO is involved in supporting teachers involved in drawing up Individual Action Plans for children.
- The SENCO, and Headteacher hold regular meetings to review the work of the school in this area and determine the correct interventions for individual children.

The school can measure pupil's progress by referring to:

- evidence from teacher observation and assessment.
- their performance against the level descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools

Adequate progress can be defined in a number of ways:

- closing the attainment gap between the pupil and the pupil's peers.
- preventing the attainment gap growing wider.
- matches or betters the pupil's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the pupil's behavior.

Complaints about SEN provision

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. They will then be referred to the school's complaints policy. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. In our school this person is Helen Hall. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- provision of education and associated services;
- making reasonable adjustments, including the provision of auxiliary aids and services.