

What is St. Joseph's approach to teaching pupils with SEND?

St Josephs' takes a 'Graduated Approach' to SEND Support. The first stage is Quality First Teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for lack of good quality teaching. We regularly and carefully review the quality of teaching and progress for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The Head teacher holds a half -termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on the tracking spreadsheets and brick walls. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and included in the intervention register. The child's parents and pupil are informed; a letter of conSENDt is SENDt home.

It is the responsibility of the class teacher to implement appropriately differentiated tasks for the identified children in their class. Appropriate tasks / activities / group work are planned to meet the needs of the children. Teachers also plan for support staff in their class so that the identified children are adequately supported.

Teaching Assistants work under the guidance of the class teacher and contribute to the review of the pupils' progress to feed into the next pupil centred plan. They keep records of the children's achievements against the targets set out in their child-centred plan and liaise with the teacher and the SENDCo. They should give the class teacher any notes and assessments they have completed so that assessment for learning can take place and the teacher can plan for progression. Identified children will also receive timetabled intervention; delivered by our specialist intervention-teaching assistant.

SEND SUPPORT:

The next stage is SEND Support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, alongside the SENDCo, should assess whether the child has a significant learning difficulty. Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- ❖ Assess
- ❖ Plan
- ❖ Do
- ❖ Review.

This graduated approach is called SEND support. These children will have a Person-Centred Plan with specific targets to meet their needs. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, referrals and advice from external support services will also be considered. For example:

- ❖ Speech and Language therapy
- ❖ Occupational therapy
- ❖ CAMHS (Child and Adolescent Mental Health Services)
- ❖ School Nurse
- ❖ Educational Psychologist
- ❖ IDSS (Specialist teacher assessments)

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention

is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan:

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought

Do:

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review:

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil at least termly. The teacher holds the overall responsibility for evidencing progress according to the outcomes described in the Person-Centred Plan.

STATUTORY ASSESSMENT:

Referral for an Education, Health and Care Plan (EHCP)

The majority of children with SEND will have their needs met in mainstream schools. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi- agency approach to assessing that need, to planning provision and identifying resources, is required.

Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan.

Step One:

- ❖ Local Offer – considering the school local offer (on school website) in meeting the needs of the child.
- ❖ Common Assessment Framework (CAF) completed
- ❖ Nominated person/Lead Professional identified
- ❖ Team around the Family (TAF) meeting to take place
- ❖ “All About Me” profile completed

Step Two:

- ❖ TAF meeting.
- ❖ Identify the unmet need.
- ❖ Consideration for a statutory integrated assessment.
- ❖ “All About Me” updated.
- ❖ Plan facilitator identified.

Step Three:

- ❖ Request for consideration of Statutory Integrated Assessment (SIA) made and Educational Psychologist view / assessment sought.
- ❖ All documentation collated; interventions demonstrated; graduated response evidenced and still unmet need clarified.
- ❖ Request for Integrated Assessment received (by Plan Coordinator)

Step Four:

- ❖ Plan coordinator compiles the EHC information and an overview for Integrated Assessment.

- ❖ Multi agency meeting.
- ❖ Decision made including agreement plan need and outcomes identified for EHC plan.
- ❖ Indicative budget agreed at the multi-agency meeting.

Step Five:

- ❖ My EHC plan.
- ❖ Budget for my EHC plan.
- ❖ Co-production meeting with key professionals, child/young person and family convened to discuss draft.
- ❖ EHC agreed.

Step Six:

- ❖ Plan Implemented.
- ❖ Working towards / achieving my agreed outcomes.
- ❖ Reviewing my plan

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.