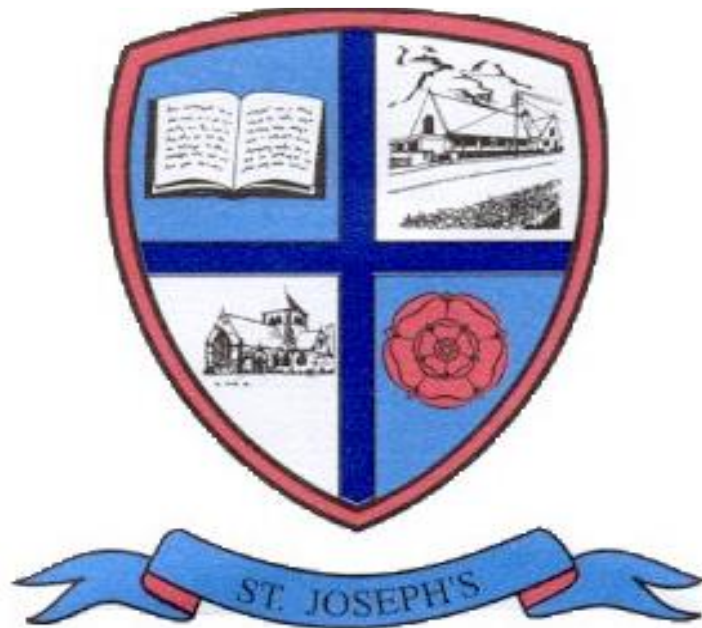


**ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL**



SEND POLICY

**Reviewed: May 2023
To be reviewed: May 2025**



'Living life to the full'

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON.
SEND POLICY

'Living Life to the Full' John 10:10

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)
 - Schools SEN Information Report Regulations (2014)
- (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report).

Name of SENCO:

Mrs Marie Baxendale

Contact:

St. Joseph's Catholic Primary School,
Mossy Lea Rd,
Wrightington,
WN6 9RE

Telephone: 01257 423092

Email: school.info@st-josephs-wrightington.lancs.school

Status: Headteacher



INTRODUCTION:

St. Joseph's Catholic Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning learning challenges that respond to children's diverse learning needs. Barriers to learning may arise as a consequence of a child having *special educational needs* that require particular action by the school. Such children may need additional help or different help from that given to other children of the same age. Teachers 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 special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Disabled children and young people without SEN are not covered by the Bill or this Code of Practice but are covered by provisions elsewhere in legislation, including in the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

THE EQUALITY ACT 2010:

Everyone covered by this Code has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people. Public bodies are also under wider duties to promote equality of opportunity.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

The Disability Discrimination Act 2005 places a duty on all public authorities to promote equality of opportunity for people with disabilities. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

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. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. SEN is not regarded as sufficient explanation for low

The main changes from the SEN Code of Practice (2001), to reflect the new legislation, are:

- The Code of Practice (2014) covers the 0-25 age range;
- There is a clearer focus on the views of children and young people and on their role in decision-making;
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care;
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs);
- There is new guidance on the support pupils and students should receive in education and training settings;
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

MISSION STATEMENT:

'Living life to the full'

Together, following Jesus' teaching, we aim to develop mutual respect and responsibility for all members of our school community.

Through effective teaching and by expecting the highest of standards, we value each other's achievements and create a safe, caring and stimulating environment in which the whole child is nurtured to '*Living life to the full*'.

AIMS:

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We strive to raise the aspirations and expectations for all pupils with SEN. As a school, we focus on the outcomes and achievements of our children; not only the hours of support and provision that we provide for them. We aim to achieve this through the removal of barriers to learning and participation. All children with SEN are taught within their class or peer group wherever possible. We want all our children to feel that they are a valued part of our school community. 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.

OBJECTIVES:

The aim of our SEND Policy is to provide equal opportunities and a broad and balanced curriculum for all by:

- Ensuring that early intervention is applied for all children as necessary; in line with the new SEND Code of Practice 0-25 guidance

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a SENCO who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the curriculum for all pupils
- Creating an environment that meets the special educational needs of each child;

IDENTIFICATION AND ASSESSMENT OF SEND:

(see Intervention Policy and Intervention Register which is updated half termly)

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. At St. Joseph's, we assess **all** pupil's current skills and levels of attainment on entry. Class and subject leaders, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support. At this early stage teachers may suspect that a pupil has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay putting general teaching support in place where required. The pupil's response to such support can help identify their particular needs. Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals, for example, the School Nurse, IDSS, Occupational Therapists, Educational Psychologists, WISH (West Lancashire Inclusion Hub), Children and Well-Being, CAMHS (Child Adolescent Mental Health Service). These arrangements should be agreed and are set out as part of the Local Offer:

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. All children undergo a baseline assessment when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. At some time in their school careers, all children may have SEND, for example social and domestic problems, medical problems, and undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties, which need to be identified at an early stage.

We believe in the importance of early identification, assessment and provision for any child who may have special educational needs. Identification, assessment and review procedures are in accordance with current guidelines as stated in the Code of Practice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Person Centred Plans outline the learning difficulties, objectives/targets, strategies and success criteria (**Appendix 1**).

The phonics screening check is a short assessment of all pupils in mainstream schools in year 1 (and those pupils in year 2 who did not meet the expected standard during year 1). It can provide additional information, as part of the overall approach set out above, to help identify a child who is experiencing difficulties and may be making inadequate progress. The phonics screening check should not, in and of itself, be used as an assessment of special educational needs. Additional guidance on responding to the results of the check is available from the Department for Education's website.

As part of our whole school approach to school improvement, school leaders and teaching staff, including the SENCO, identify any patterns in the identification of SEN both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Requirements from the National Curriculum:

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Potential areas of difficulty should be identified and addressed at the outset of work.

In the SEND Code of Practice 2014, special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be

clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs. Making provision and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, informing the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs. Our staff may need training in the use of evidence-based programmes and advice and support on the effective use of specific interventions may need to be sought from external specialists.

Any necessary additional or different provision identified by review should be provided in a timely way. Young people, children and their parents are an essential part of this process.

In all circumstances, we will ensure that we are providing good teaching. The quality and appropriateness of the overall provision should be kept under regular review and its impact on the number of children or young people identified with SEN should be monitored. Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. However consistent disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of the Common Assessment Framework (CAF) may be appropriate. In all cases, early identification and intervention can significantly reduce the need for more expensive interventions or sanctions at a later stage.

1) Communication and interaction:

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

2) Cognition and learning:

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts.

They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

Children with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, - although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

3) Social, mental and emotional health:

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have

immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Here at St. Joseph's, we offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties.

If required, our staff will access the appropriate training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, the SENCO will seek advice from local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include us commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

4) Sensory and/or physical needs:

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Some children and young people require special educational provision. This group should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Disabled children and young people:

Many disabled children and young people also have a SEN. Here at St. Joseph's, access arrangements and other adjustments are considered and acted upon as part of SEN planning and

review. The specific duties that schools, early years providers, post-16 institutions and local authorities have towards disabled children and adults are included in the **Equality Act 2010** the key elements are as follows:

- They must not discriminate against, harass or victimise disabled children and young people;

- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

There may be occasions when a child's situation isn't classed as SEN, but their situation may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of Serviceman/woman

SEND PROVISION:

Each term, we complete a SEND provision register; this records any extra-curricular activities the children on the SEND register access. This helps school identify which of these children are accessing more than school just during the school day and to highlight areas of interest (**Appendix 2**).

SEN Support:

Any support your child gets from their school or other setting should meet their needs. If your child has SEN, they will be able to access help – called SEN support – from our Schools. SEN support replaces school action/school action plus (in schools) and early years action/early years' action plus (in early years settings).

Children and young people with more complex needs might instead need an Education, Health and Care Plan (EHCP).

SEN support is part of what is known as the 'graduated approach' and in general should work as follows. (This approach varies in how it works depending on the age of your child – for example, it may work differently in a nursery than it will in a school). You may be contacted – for example in schools, this will be by your child's teacher or SENCO – if your early years setting, school or college think your child needs SEN support. Or you can approach your child's school or other setting if you think your child might have SEN. You will be involved and your views will be needed throughout the process, and you will be kept up to date with the progress made.

The four stages of SEN support are

- Assess
- Plan
- Do
- Review

Once a potential special educational need is identified, four types of action should be taken to put effective support in place, **assess-plan-do-review**. These actions form part of a cycle through

which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the *graduated approach*; it draws on more detailed

approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess:

Before identifying a child as needing SEN support the class teacher, working with the SENCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how a child is developing. This assessment will be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENCO will contact them if the parents agree.

Plan:

Where it is decided to provide a pupil with SEN Support, the parents must be notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required.

Do:

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review:

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date. The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil.

INVOLVING SPECIALISTS:

Where a child continues to make little or no progress despite well-founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies.

Schools may involve specialists at any point to advise them on early identification of SEND and effective support. We will always involve a specialist where a child continues to make little or no

progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEND support. The child's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parent and teaching staff supporting the child in the same way as other SEND support.

The SENCO and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. We will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.

INVOLVING PARENTS AND PUPILS IN PLANNING AND REVIEWING PROGRESS:

Schools must provide an annual report for parents on their child's progress; this will be the child's end of year report in July. There is also an opportunity each term for parents to meet with class teachers for regular reports for parents on how their child is progressing.

Where a pupil is receiving SEN support, schools should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school (***recorded on the Person-Centred Plan – see Appendix 1***).

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, supported by the SENCO. It provides an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

These meetings will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all children; they will, however, be longer than most parent-teacher meetings.

The views of the child should be included in this planning. This could be through involving the child in all or part of the meeting, or gathering their views as part of the preparation for the meeting.

Following the meeting the teacher will need to inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the pupil's record as appropriate.

MANAGING PUPILS NEEDS ON THE SEN REGISTER:

At St. Joseph's, we record details of additional or different provision (SEN support). The Person-Centred Plan, which is reviewed termly (*see Appendix 1*) forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. The individual will be assessed using PIVATs each term, which informs teachers and support

assistants of the necessary next steps that the child need to make. The child's progress is entered into a database and graphs tracking progress are available. The class teacher and SENCO will ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. The SENCO holds an SEN register of all children in school needing support (*See Appendix 3*).

The assessment co-ordinator and SENCO holds the relevant individual tracking for each child and records of assessments done are recorded in their personal SEN file and in the whole school data file. The assessment co-ordinator holds data on all of the children in our school, including an intervention register which is reviewed half-termly. This provides a basis for monitoring the levels of intervention and assessing their impact on progress.

The SENCO also keeps a record of PCP's completed and evaluated and a record of any involvement from other agencies that the child has had. (*Appendix 4*).

ASSESSMENT, RECORD KEEPING AND RECORDING:
(see our whole school policy for Assessment, Record Keeping and Recording)

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. PIPS assessments (Performance Indicators In Primary Schools) and PIVATS assessments are used to measure and track progress.

The L.A. seeks a range of advice before making a decision regarding the issue a formal EHC plan. The needs of the child are considered to be paramount in this.

Assessment and record keeping procedures aim to ensure that pupils with SEN are working at the appropriate levels for any given subject. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

The SENCO maintains an SEND File which contains details of pupils with special educational needs. This file includes a chronology of action, copies of reports and assessments and Person-Centred Plans'. The Standard Assessment Tests at 7 and 11 are being made more accessible to children with SEND, and can be modified by the class teacher for children with SEN. It is not policy to disapply the SATs with relation to SEN pupils. This assessment is part of the process of delivering the National Curriculum to primary age children.

ACCESS TO THE NATIONAL CURRICULUM:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Children with special educational needs are given access to a broad and balanced curriculum through the provision of:

- Lessons that have clear learning objectives; work which is differentiated appropriately, and assessment that is used to inform the next stage of learning;
- Person Centred Plans, which employ a small-steps approach breaking down the existing levels of attainment into finely graded steps and targets, ensuring that children experience success;
- Support for pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom. There are times, however, when to maximise learning, children need to work in small groups, or in a one-to-one situation outside the classroom.

The teaching needs of all pupils, particularly children with SEND require:

- Positive attitudes from staff;
- Partnerships with teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning programme wherever possible;
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure

SUPPORTING PUPILS AND FAMILIES:

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home–school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus and our school website contain details of our policy for special educational needs, and the arrangements made for these children in school. Our school Local Offer can be viewed on our website:

<http://www.st-josephs-rc45.lancsngfl.ac.uk/download/file/send/new%20year/LO-STJOSEPHSWRIGHTINGTON-08067.pdf>

A named governor takes a particular interest in special needs and is always willing to talk to parents. We inform parents of any outside intervention, and share the process of decision-making by providing clear information. Parents of all children are encouraged to be supportive in their child's education.

ADMISSIONS:

(see our Admissions policy)

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. All children with SEND are taught within their class or peer group wherever possible. We want all our children to feel that they are a valued part of our school community. 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.

Children are admitted into school in accordance with our admissions policy whether they have a disability or not. Facilities are available for wheelchair access, which includes a platform lift and a disabled toilet.

TRANSITION:

We liaise with pre-school settings regarding children entering school with SEN. On transfer to another school, all relevant information is passed on and contact made with the relevant professionals.

St. Peter's Catholic High School visit school in the Spring Term to discuss pupils with SEN before transfer. Additional induction visits to the High School are arranged for pupils if necessary. The High School staff also attend any SEND transition reviews at the beginning of Y6.

ADVICE AND SUPPORT FROM OTHER SERVICES:

Support and advice is accessed from external agencies as necessary such as: Local Authority SEN Assessment and Educational Psychology Service, I.D.S.S. (Inclusion and Disability Support Service), SALT (Speech and Language Therapy), the school doctor, the school nurse, Children's Social Care, Lancashire Parent Partnership, WISH (West Lancashire Inclusion Hub)..

Parents can also access the Lancashire Local Offer via our website or by visiting <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/>

Or the Wigan Local Offer via our website or by visiting: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS:

(see our whole school policy for Supporting Pupils at School with Medical Conditions)

At St. Joseph's, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

PROCEDURE TO BE FOLLOWED WHEN NOTIFICATION IS RECEIVED THAT A PUPIL HAS A MEDICAL CONDITION

We will ensure that the correct procedures will be followed whenever we are notified that a pupil has a medical condition. The procedures will also be in place to cover any transitional arrangements between schools, the process to be followed upon reintegration or when pupil's needs change and arrangements for any staff training or support. For children starting at St.

Joseph's Catholic Primary, Wrightington, arrangements will be in place in time for the start of the relevant school term. In other cases, such as a new diagnosis or children moving to our school mid-term, we will make every effort to ensure that arrangements are put in place within two weeks.

In making the arrangements, the School will take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. We will also acknowledge that some will be more obvious than others. We will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life. We will ensure that arrangements give Parents/Carers and pupils confidence in the School's ability to provide effective support for medical conditions in school. The arrangements will show an understanding of how medical conditions impact on a child's ability to learn, as well as increase their confidence and promote self-care. We will ensure that staff are properly trained to provide the support that pupils need. The School will ensure that arrangements are clear and unambiguous about the need to support actively pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so. The School will make arrangements for the inclusion of pupils in such activities with any adjustments as required unless evidence from a clinician such as a GP states that this is not possible. The School will make sure that no child with a medical condition is denied admission or prevented from attending the School because arrangements for their medical condition have not been made. However, in line with our Safeguarding duties, we will ensure that pupils' health is not put at unnecessary risk from, for example, infectious diseases. We will therefore not accept a child in school at times where it would be detrimental to the health of that child or others.

The School does not have to wait for a formal diagnosis before providing support to pupils. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgments will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with Parents/Carers. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place. This will usually be led by the SENCo. Following the discussions an Individual Health Care Plan will be put in place. Where a child has an Individual Health Care Plan, this should clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures. Other pupils in the School should know what to do in general terms, such as informing a teacher immediately if they think help is needed. If a child (regardless of whether they have an Individual Health Care Plan) needs to be taken to hospital, staff should stay with the child until the Parent/Carer arrives, or accompany a child taken to hospital by ambulance.

MONITORING AND REVIEW:

The SENCO supports teachers and teaching assistants involved in drawing up Individual Person Centred Plans for children and monitors the movement of children within the SEN system in school. The SENCO provides governors with termly summaries of the impact of the policy on the practice of the school. The Governing Body reviews this policy annually and considers any amendments in the light of the review findings. The SEND governor presents an annual report to the Governing Body.

Any intervention programmes in place are reviewed half-termly and Person-Centred plans are reviewed 3 times a year: October, February and May. PIVATs are administered termly and the

outcomes of this assessment will provide targets for the child's next person-centred plan. These frequent evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES:

The SEN Co-ordinator is responsible for updating staff on current issues of SEN and arranging training as needed, in line with the school policy for continuing professional development. The identification of individual training needs may also result from Performance Management Procedures or priorities within the School Development Plan.

Funding for SEN is within the school budget; unless a child receives more than the notional SEND amount (£6000 Wigan/ £10,000 Lancashire). If the child receives more support than this amount covers; then a provision map needs to be completed- detailing how the extra time is used – and submitted to the relevant authority. The SEND budget is used to provide teaching support for children with SEND and the provision of appropriate learning and teaching materials.

ALLOCATION OF RESOURCES:

The Headteacher/SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

Resources are stored in The Snug and are aimed at supporting learning in Mathematics and English. The Mathematics and English Subject Leaders also provide advice about the provision of appropriate resources for individual children. The Snug is also our Nurture Room – which doubles up as a withdrawal room for when children to regulate their feelings. This room is also resourced with Social Stories and therapeutic lights/music.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES:

The Governing Body:

- Has an identified governor with specific oversight of the school's provision for pupils with special educational needs ensuring that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel;
- Has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs;

- Secures the necessary provision for any pupil identified as having special educational needs;
- Ensures that all teachers are aware of the importance of providing for these children;

- Consults the L.A. and other agencies, when appropriate;
- Reports annually to parents on the success of the school's policy for children with special educational needs;
- Ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The Headteacher/ SENCO:

- Is the 'Designated Senior Lead ' for Child Protection in the school; we also have a back-up DSL;
- Is responsible for managing the school's responsibility for meeting the medical needs of pupils;
- Ensures that all those who teach a pupil in receipt of an EHCP are aware of the nature of the plan;
- Informs the governing body of how the funding allocated to support special educational needs has been used;
- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs and maintains an updated chronology for each child on the SEND register;
- Acts as the link with parents;
- Monitors and evaluates the special educational needs provision, and reports to the governing body;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contributes to the professional development of all staff.

Teaching Staff:

- Plan for children's full participation in learning, and in physical and practical activities;
- In consultation with the SENCO, direct and monitor the work of teaching assistants;
- Help children to manage their behaviour and to take part in learning effectively and safely;
- Help children to manage their emotions, particularly trauma or stress, and to take part in learning;
- Assess, monitor and record the progress of all children with special educational needs;
- Take overall responsibility for the formulation of 'Person-Centred Plans';
- Keep parents/carers fully informed of their child's needs and progress.

STORING AND MANAGING INFORMATION:

Documents relating to pupils on the SEND register will be stored in the SEN file in fireproof cabinets in the school office; these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves St. Joseph's Catholic Primary, Wrightington and **a receipt of hand over must be completed and stored (Appendix 5)**. The school also has a Confidentiality/Data Protection policy which can be viewed on our website.

ACCESSIBILITY:

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our Accessibility policy and plan can be viewed on our website.

DEALING WITH COMPLAINTS:

(See our Complaints Policy on the website)

The Headteacher will deal with any complaints in line with the agreed School Complaints Policy.

BULLYING:

(See our Behaviour Policy and Anti-Bullying Policy on the website)

Our policy objectives:

To assist in creating an ethos in which attending school is a positive experience for all members of the school community we will:

- Make it clear that all types of bullying are unacceptable;
- Ensure that all members of the school community have an understanding of what bullying is and feel responsible for combating bullying;
- Enable everyone to feel safe while at school and encourage pupils to respond to incidents of bullying;
- Help all children to develop positive strategies and assertion;
- Deal effectively with bullying by taking bullying seriously;
- Support and protect both children and staff who are targets of bullying and ensure they are listened to;
- Address bullying as a behaviour problem which should be changed through the use of both support mechanisms and sanctions as appropriate;
- Liaise with parents/carers involving them at an early stage and assuring them that they will be supported when bullying is reported;
- Request help from SEN Support Services and Educational Psychologist where necessary;
- Be equally concerned about bullying to and from school;
- Involve the police where necessary;
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour.

This policy applies to all members of our school community and addresses child to child, child to adult and adult to adult bullying behaviour whether by parents/carers or other staff.

A range of methods are in place to actively prevent bullying and to establish a climate of trust and respect for all:

- A strong school ethos;
- An 'OK to Tell' approach supported by the L.A. TABS resources;
- At least two members of school staff supervising morning and afternoon playtimes;
- The PSHEE and Computing curriculum address anti-bullying;
- The SEAL programme ensures a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying;

- The use of drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour;
 - The use of 'Golden Time' to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere;
 - The Year 6 'Squabble Busters' support pupils at playtime as needed and report to the Pupil Premium/Nurture lead on a fortnightly basis (or as soon as they occur) to discuss any general issues, concerns or observations they may have;
-
- Opportunities throughout the school year, such as 'Anti-bullying Week' in November, and at certain times of the school day for raising awareness of the negative consequences of bullying;
 - Targeted small group or individual learning used for those who display bullying;
 - Assemblies to raise awareness of the school's anti-bullying policy and help to develop pupils' emotional literacy;
 - The use of 'Social Stories' to help develop pupils' emotional literacy;
 - Using events which can prompt further understanding of bullying, such as the Lancashire 'Life Education Bus', theatre groups, exhibitions and current news stories;
 - Anti-Bullying/ Internet Safety information sessions for parents and children.