



St. Joseph's Catholic Primary School

Special Educational Needs and Disability (SEND) Policy

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1. Aims and approach of the school

Our SEND policy and information report aims to:

- a. Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- b. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- c. Live out our Catholic vision as an inclusive school which values that which is unique in every human being
- d. Make sure the pupils with SEND or disabilities are supported to learn in the best conditions to reach their best outcomes

Our approach to teaching children with Special Educational Needs and Disabilities (SEND)

St. Joseph's Catholic Primary School is a community and the school's mission statement informs all that we do. We are:-

- **A welcoming school,**
where everyone cares for and respects each other.
- **A learning school,**
which inspires creativity and challenges through guidance and encouragement all members of the community to learn and aim to be the best they can be.
- **A vibrant school,**
which celebrates its variety and creativity and seeks to meet the needs of each person by working together in this ever changing world.
- **A holy school,**
where prayer and worship are valued and we the community serve as a living witness to the Gospel of Jesus Christ

LOVE LEARN BELIEVE

In line with our Mission Statement, St. Joseph's is an inclusive school and we are committed to the education of all pupils in our School, whatever their ability and whatever their Special Educational Needs and / or Disability.

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential – academically; socially; physically; spiritually and emotionally.

This policy can be accessed through the school website:
<http://www.stjosephshanwell.org.uk/>
or as paper copy, if requested, from the school office

2. Legislation and guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- a. **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities
- b. **Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

- a. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- b. They have a learning difficulty or disability if they have:
 - i. A significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in main stream schools
 - iii. Special educational provision is 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.

4. Roles and responsibilities

The Inclusion Manager

- a. St. Joseph's Catholic Primary school has a named SENDCO/Inclusion Manager – Mrs Jessica Sargeant. She has the NASENCo accreditation, the Government SENDCO qualification and she is a member of the senior leadership team.
- b. The Inclusion Manager will:
 - i. Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
 - ii. Be an advocate of children with SEND
 - iii. Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
 - iv. Co-ordinates the provision for children with SEND including those with EHC plans
 - v. Liaise, support and advise colleagues
 - vi. Oversee the records of all children with SEND and keep them up to date
 - vii. Liaise with parents of children with SEND
 - viii. Contribute to the in-service training of staff

- ix. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- x. Liaising with high schools so that support is provided for Y6 pupils as they prepare to transfer
- xi. Liaising with external agencies including the LA's support, educational psychology, health and social services and voluntary bodies
- xii. Be the point of contact for external agencies, especially the local authority and its support services
- xiii. Co-ordinating and developing school based strategies for the identification and review of children with SEND
- xiv. Making regular visits to classrooms to monitor the progress of children on the SEN Register

c. The Governing Body

The governing body challenges the school to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively.

The governing body reviews this policy annually and considers any amendments in light of the annual review findings.

d. The SEND governor

The SEND governor will:

- i. Help to raise awareness of SEND issues at governing board meetings
- ii. Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board
- iii. Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

e. The headteacher

The headteacher will:

- i. Work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision in the school
- ii. Have overall responsibility for the provision and progress of learners with SEND and/or a disability

f. Class teachers

Each class teacher is responsible for:

- i. The progress and development of every pupil in their class
- ii. 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
- iii. Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- iv. Ensuring they follow this SEND policy

5. SEN information report

The kinds of SEND that are provided for

- a. Our school currently provides additional and/or different provision for a range of needs, including:
 - i. Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
 - ii. Cognition and learning, for example, dyslexia, dyspraxia,
 - iii. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
 - iv. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
 - v. Moderate/severe/profound and multiple learning difficulties

6. Identifying pupils with SEND and assessing their needs

- a. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.
- b. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - i. Is significantly slower than that of their peers starting from the same baseline
 - ii. Fails to match or better the child's previous rate of progress
 - iii. Fails to close the attainment gap between the child and their peers
 - iv. Widens the attainment gap
 - v. This may include progress in areas other than attainment, for example, social needs, occupational therapy needs or any other additional need.
 - vi. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND
 - vii. If a pupil's social, emotional or mental health is affecting their learning in school
 - viii. 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

7. Consulting and involving pupils and 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:

- i. Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ii. We take into account the parents' concerns
- iii. Everyone understands the agreed outcomes sought for the child
- iv. Everyone is clear on what the next steps are
- v. Notes of these early discussions will be added to the pupil's record and given to their parents.

vi. We will formally notify parents when it is decided that a pupil will receive SEND support.

8. Assessing and reviewing pupils' progress towards outcomes

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

b. The class or subject teacher will work with the Inclusion Manager to carry out a clear analysis of the pupil's needs.

This will draw on:

i. The teacher's assessment and experience of the pupil

ii. Their previous progress and attainment and behaviour

iii. Other teachers' assessments, where relevant

iv. The individual's development in comparison to their peers and national data

v. The views and experience of parents

vi. The pupil's own views

vii. Advice from external support services, if relevant

viii. The assessment will be reviewed regularly.

ix. 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 and their impact on the pupil's progress.

9. Supporting pupils moving between phases and preparing for adulthood

a. We will share information with the school, college, or other setting the pupil is moving to.

We will agree with parents and pupils which information will be shared as part of this.

10. Our approach to teaching pupils with SEND

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

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

c. We will also provide interventions in line with our SEND offer (published separately)

11. Adaptations to the curriculum and learning environment

a. We make the following adaptations to ensure all pupils' needs are met:

i. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

ii. Adapting our resources and staffing

iii. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

iv. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud,

etc.

12. Additional support for learning

- a. We have teaching assistants who are trained to deliver interventions.
- b. Teaching assistants will support pupils on a 1:1 basis when directed by the Inclusion Manager
- c. Teaching assistants will support pupils in small groups when class teachers consider this a better strategy
- d. We work with the following agencies to provide support for pupils with SEND including Child and Adult Mental Health Services (CAMHS), NHS, paediatricians, Occupational therapists, speech and language consultants, medical staff, behaviour specialists, counsellors, play therapists

13. Evaluating the effectiveness of SEND provision

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

- a. Reviewing pupils' individual progress towards their IPMs (Individual Provision Maps) each term
- b. Reviewing the impact of interventions frequently (usually termly)
- c. Using pupil and parent questionnaires
- d. Monitoring by the Inclusion Manager
- e. Using provision maps to measure progress
- f. Holding annual reviews for pupils with EHC plans

15. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- a. All of our extra-curricular activities and school visits are available to all pupils, including early morning drop off-and after-school clubs
- b. All pupils are encouraged to go on our residential trips
- c. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- d. No pupil is ever excluded from taking part in these activities because of their SEN or disability as far as this is reasonable. The school will always communicate with parents and try to do their best to include pupils and make all reasonable attempts to overcome hurdles or barriers.

16. Support for improving emotional and social development

- a. We provide support for pupils to improve their emotional and social development in the following ways:
 - i. Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships etc.
 - ii. We have a Play Therapist who works on site weekly
 - iii. We provide social skill interventions

17. Working with other agencies

- a. We work with other agencies to champion the best support for each child.

18. Complaints about SEND provision

- a. Complaints about SEND provision in our school should be made to the Phase Leader or Inclusion Manager in the first instance.
- b. If this does not resolve the issue, issues can be raised with the Deputy Head Teacher, or head teacher. Parents will also be referred to the school's complaints policy.

- c. 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:
 - i. Exclusions
 - ii. Provision of education and associated services
 - iii. Making reasonable adjustments, including the provision of auxiliary aids and services

19. The Ealing local authority local offer is available on the school's website and on the Ealing Council website.

20. Monitoring arrangements

- a. This policy and information report will be reviewed every year by the Inclusion Manager and the GB. It will also be updated if any changes to the information are made during the year.
- b. It will be approved by the governing board.

21. Links with other policies and documents

- a. This policy links to our policies on:
 - i. Accessibility plan
 - ii. Behaviour
 - iii. Equality information and objectives
 - iv. Exclusions policy
 - v. Supporting pupils with medical conditions

Supporting pupils at school with medical conditions

The school recognises 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 children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At St. Joseph's Catholic Primary School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to the following policies for further details:
Supporting children with Medical Conditions in school Policy

This policy can be accessed through the school website:-
<http://www.stjosephshanwell.org.uk/> or as paper copy, if requested, from the school office.

Accessibility

Statutory Responsibilities

The Discrimination Disability Act (DDA) 1995, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The school's accessibility plan can be accessed through the school website:-
<http://www.stjosephshanwell.org.uk/> or as paper copy, if requested, from the school office.

Physical aids to access education are provided on a needs basis.

Handouts, timetables, textbooks and information about school events are available as a paper copy or electronically as needed. The information takes account of pupils' disabilities and pupils' and parents' preferred formats and can be made available within a reasonable time frame.

Allocation of resources and training

Despite the constraints of our delegated budget, the governing body recognises the importance of funding special needs, while addressing its responsibility to provide effective education for other children, and to manage our resources effectively.

All teachers and support staff undertake induction with the SENDCO/Inclusion Manager to explain the systems and structures in place around the schools' SEND provision.

Within our in-service allocation, priority is given ensuring that all teachers and support staff develop skills in SEND provision.

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

The SENCO/Inclusion Manager and Head Teacher inform the governing body of how the funding allocated to support special educational needs has been employed.

The head teacher and the SENCO meet regularly to agree on how to use funds directly related to statements.

The SENCO/Inclusion Manager draws up the resources bid when the school is planning for the next school improvement plan.

Admission of children with EHCP/Statements

The School shall ensure that pupils with SEND are admitted on an equal basis with others in accordance with its admission policy.

The School Admissions Code of Practice (2012) requires children and young people with SEND to be treated fairly. The school:

- **must** consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

Monitoring and evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO is involved with supporting teachers and drawing up the provision map and targets for individual children. The SENCO and head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCO and the SEND Governor hold regular meetings.

Compliance

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 1/9/2014
- Schools SEND Information Report Regulations (2014)

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's Inclusion Manager with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was co-produced in the spirit of current reform.

This policy links to our policies on:

- i. Accessibility plan
- ii. Behaviour
- iii. Equality information and objectives
- iv. Exclusions policy
- v. Supporting pupils with medical conditions

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

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

- Have varied learning styles
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of teaching approaches and experiences.
- Planning for individual pupil's full participation in learning and in physical /practical activities
- Planning to develop pupil's understanding through use of all available senses and experiences
- Providing support for pupils who need help with communication and language
- Helping pupils to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.