

# St Joseph's Catholic Primary School, Worcester

*'Following Jesus in all we do'*



## Special Educational Needs Policy

**2021-2022**

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## **Beliefs and values**

St Joseph's Catholic Primary School is an inclusive community that aims to support and welcome each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all pupils. We believe that every teacher is a teacher of every pupil; including those with SEND.

## **Principles**

The principles in this policy reflect the key principles that underpin the SEND Code of Practice 2015. These state that the views, wishes and feelings of the pupil and their parents are valued and respected. The pupil and the parents will be able to participate as fully as possible in making decisions.

## **Aims**

### **The Code of Practice 2015 states that:**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **Disabled Children and Young People:**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person

requires special educational provision they will also be covered by the SEND definition.

Therefore, the special education needs policy seeks to ensure that:

- Individual differences in pupils are recognised and needs identified.
- Each pupil receives the best education possible and achieves their full potential.
- Children with SEND will be offered a broad, balanced and relevant education.
- All parents, pupils, support agencies and teachers are involved and valued as partners in the pupil's education.

## **Objectives**

**In order to achieve these purposes, our school will strive to:**

- Ensure that SEND is viewed as a whole school responsibility within the guidance provided in the SEND Code of Practice 2015.
- Meet the needs of individual pupils through **Quality First teaching**, and the management and deployment of additional resources.
- Provide early identification of pupils with SEND through liaison with relevant agencies and discussions with stakeholders.
- Develop provision maps and plans to support pupils' varying needs.
- Provide interventions, where appropriate, for each pupil with SEND. This will be reviewed regularly to assess the impact on the child's progress and will include the views of all stakeholders.

## **Identification**

SEND pupils are identified using The Code of Practice 2015.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

- Requires additional and or extra support in addition to what is ordinarily available through quality first teaching

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs, in order to make a successful transition to adult life.

Where pupils are identified as making less than expected progress, discussions with parents and pupils will take place and further diagnostic assessments are undertaken when necessary. This will establish whether a pupil has SEND in accordance with the definition noted in the Aims section of this policy.

When reviewing and managing special educational provision, the broad areas of need below may be helpful.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

### **Communication & Interaction**

[Children and young people with speech, language and communication needs \(SLCN\)](#) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

[Children and young people with ASD, including Asperger's Syndrome and Autism](#), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as [dyslexia, dyscalculia and dyspraxia](#).

## Social, Emotional or Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. **The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.**

## Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

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.

## The following are not SEND but may impact on the progress of students

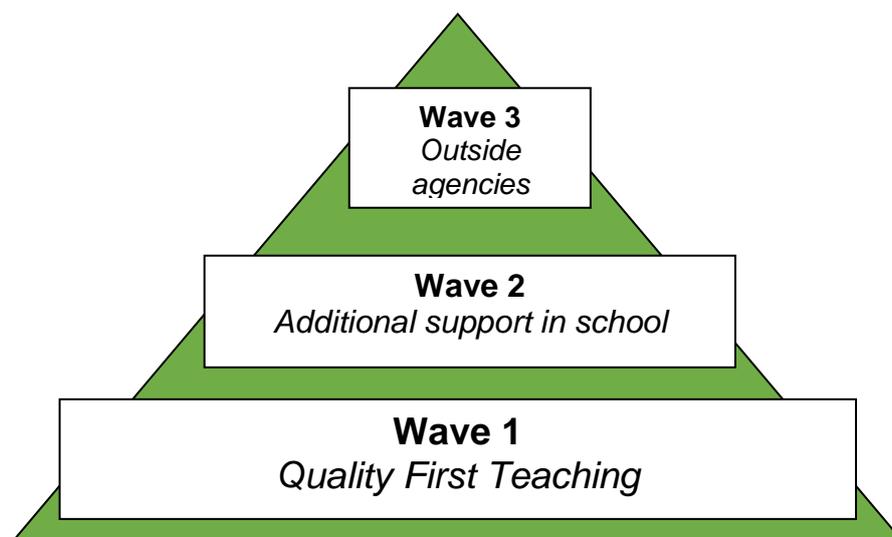
- Attendance
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium. (Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers)
- Being a Looked after Child.
- Being a child of a Serviceman/ Woman.
- Being a child of a travelling community.

## A graduated approach to SEND

The Code of Practice states that:

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's 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 SEND of children and young people.

The Code of Practice identifies pupils as having SEND if they do not make at least expected progress once they have had Quality First teaching and additional support. Pupils will then be placed on the school's SEND register. As part of the Assess, plan, do, review cycle outcomes and targets will be identified. Strategies, support and interventions will then be discussed with parent, pupil and teacher.



### Strategies may include:

- Providing different learning materials, resources or special equipment.
- Introducing group/individual support within class.
- Staff training to introduce effective strategies to support particular needs.
- Staff training to develop targeted intervention programmes.
- Consulting specialists to advise on effective provision for these students who despite support continue to have prolonged difficulties.

A pupil passport will be developed for pupils identified as needing SEND support. This will be produced in partnership with pupils, parents, teachers, outside agencies (where appropriate) and will provide an overview of their needs and support.

All pupils on the SEND register will be included on the school's Provision Map. This is an overview of additional support provided for each individual.

Class/ subject teachers will monitor pupils with SEND support as part of their on going day to day practice.

The effectiveness of the support and intervention and their impact on the pupil's progress will be reviewed on a termly basis by the Senior Leadership Team and SENDCO in consultation with the class teacher and pupil.

Termly meetings will be held with the class teacher, parent and pupil where appropriate to discuss progress.

For a small minority of pupils who may have very complex needs, the school or parents may consider requesting an Education Health Care Plan Assessment.

### **The Code of Practice 2015 states that:**

#### **Requesting an Education, Health and Care needs assessment**

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment (see Chapter 9). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

### **Roles and responsibility**

#### **SEND Governor:**

The representative for SEND ensures that the governing body are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. It is also their role to challenge the school to ensure that we are providing the very best for all pupils.

## **Teachers' responsibilities:**

It is the responsibility of all teachers to deliver **Quality First teaching** allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning style to fulfil their potential.

There are three principles that are essential to developing a more inclusive curriculum:

- Having high expectations when planning for suitable differentiated learning experiences, regardless of prior attainment.
- Responding to pupils' diverse needs by addressing potential areas of difficulty and to remove barriers to pupil achievement.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned too. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

The SENDCO and other professionals will continue to support staff to develop the necessary knowledge, skills and experience to plan suitable support for pupils who encounter learning difficulties

## **The Role of the SENDCO**

The Code of Practice 2015 states:

The key responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

## **Supporting Pupils with Medical Conditions**

St Joseph's Catholic Primary School is an inclusive community that aims to support and welcome pupils with medical conditions. Our aim is to ensure that our school is welcoming and supportive to pupils with medical conditions who currently attend and to those who may wish to enrol in the future. Our aims for provision are clearly defined in our Medical policy.

## **Bullying**

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour. Our aims are clearly defined in our bullying policy.

## **Supporting Policies and Documents:**

St Joseph's SEND Offer and Information Report

St Joseph's Catholic Primary School: Safeguarding Children Policy

St Joseph's Catholic Primary School: Behaviour Policy

St Joseph's Disability and Equality Policy

St Joseph's Accessibility Plan

St Joseph's Mental Health and Wellbeing Policy

Worcestershire Local Authority Offer

Regulation 51 and Schedule 1 of the SEN and Disability Regulations 2014

Chapter 6 Children and Families Act 2014

## **Complaints Procedure**

Refer to school complaints policy.

Parents can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS)

<http://www.worcestershire.gov.uk/cms/parent-partnership.aspx>

For further concerns parents can contact SEN Services : [SEN@worcestershire.gov.uk](mailto:SEN@worcestershire.gov.uk) for mediation services.

## **Storing and managing information**

All documentation is stored in line with our Information management policy and confidentiality policy.

## **Criteria for Evaluating the Success of the SEN Policy**

The success of the policy will be reviewed on an annual basis:

Date Reviewed : September 2021

To be reviewed: September 2022

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