

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL,  
WORCESTER

Following Jesus in all we do'



SEND POLICY

2023-2024

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## **Our Belief and Values**

St Joseph's Catholic Primary School is an inclusive community that aims to support and welcome everyone 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 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.

## **What are Special Educational Needs and/or Disabilities (SEND)?**

St Joseph's Catholic Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2015). Children / young people have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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
- 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.

Within school, pupils with SEND are identified on the school SEND register as needing SEN support so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

## **What is a disability?**

St Joseph's Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has 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 includes sensory impairments such as those affecting sight and hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEN definition.

## **Safeguarding**

We understand that children with additional needs can be more vulnerable to safeguarding concerns. At St Joseph's, we ensure these children are closely monitored.

## Our Special Educational Needs and Disabilities policy objectives:

At St Joseph's Primary School we know where children with SEND are in their learning and development.

We ensure that:

- every child has access to a broad and balanced curriculum, that has been designed specifically to meet the needs of our children;
- decisions are informed by the insights of parents/carers and those of children themselves;
- high ambitions and stretching targets are set for all pupils;
- pupil progress is monitored towards these goals;
- additional or different provision is regularly reviewed;
- positive outcomes in the wider areas of personal and social development are promoted;
- the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parent/carers are aware of the school's SEND and Inclusion policies.

Special educational provision is support that is **additional** to or **different** from support usually available to children of the same age in mainstream schools. Under the SEND Code of Practice 2014, pupils identified as having a special educational need or disability will be considered within one or more of the following categories of need:

### **Cognition and Learning**

Children with learning needs may **learn at a slower pace** than other children and may have **difficulty developing literacy or numeracy skills or understanding new concepts**. Learning needs may be in addition to or as a result of other special educational needs. Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). 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.

**Cognition and Learning needs include:**

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)

- Profound and multiple learning difficulties (PMLD)

### **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties that 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. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Social, Emotional and Mental Health Difficulties include:**

- ADD
- ADHD
- Attachment Disorder

### **Communication and Interaction needs**

Children 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 say, understanding what is being said to them or because 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 with 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.

**Communication and Interaction needs include:**

- Speech, language and communication needs (SLCN)
- Autism spectrum disorder

### **Sensory and/or Physical needs**

- Some children require special educational provision because they have a disability and this 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- **Sensory and/or physical needs include:**
- Visual impairment (VI)

- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI- sometimes referred to as Deaf blind)
- Physical disability (PD)

### Curriculum Entitlement

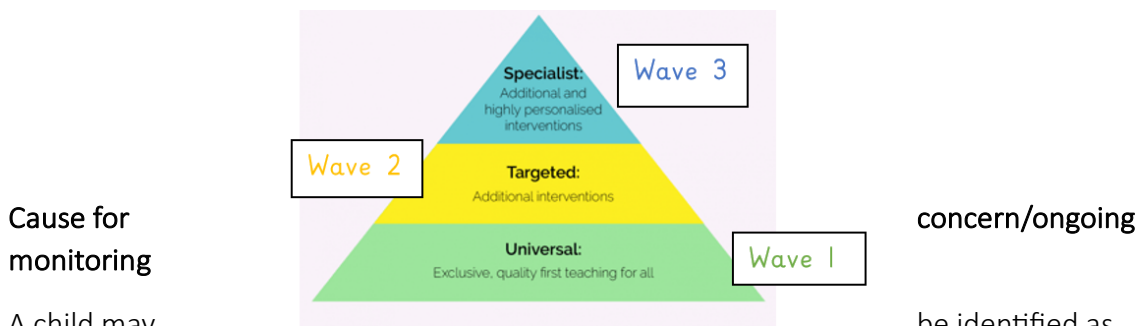
All the teachers in our school are teachers of children with special educational needs and therefore at St Joseph’s Primary School we adopt a **'whole school approach'** which involves all staff adhering to a model of good practice. All staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole. If children are receiving teaching assistant (TA) support the teaching assistant will liaise very closely with the class teacher and SENDCO. At all times children are taught and integrated into the main body of the school.

The school follows a **'Waves of Support'** approach to supporting children’s individual needs.

**Wave 1**- describes quality inclusive teaching which takes into consideration the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

**Wave 2**- describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

**Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. Due to the high level of quality first teaching that is ordinarily available to all our pupils, it is likely that fewer pupils will require SEN provision.



A child may be identified as needing additional support through the following ways:

- Concerns raised by class teacher.
- Concerns raised by parents/carers.
- Child identified as working below age related expectation.
- Classroom assessments.

- Concerns raised by external professionals such as a GP or Paediatric Team.
- Concerns raised by a previous school or pre-school setting.

If a pupil is highlighted as a cause for concern due to slow progress and low attainment, the pupil may not be considered to have SEND but may require specific targets to make progress using varying interventions and strategies.

### What additional support do children on the register receive?

Where a child is identified as having SEND, we act to remove any barriers to learning.

All children on the register will have a **Pupil Passport** and a **Target Sheet** which will adopt a graduated approach with four stages of action (assess, plan, do, review):

**Assess-** When a child has been identified as needing SEN support the class teacher, working with the SENDCO will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents/ carers, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parents/carers via the class teacher or in contact with the SENDCO.

**Plan-** Where it is decided to provide a pupil with SEN support parents/carers will already be fully involved in the process. Through meetings, the teacher and SENDCO will agree with the pupil and parents/carers any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child's Target Sheet. The Target Sheet will include information about:

- the short-term targets set for the child: this will include as a priority targets recommended in external reports where available
- the provision to be put in place: sessions and who will provide them, resources needed
- outcomes (to be recorded when Target Sheet is reviewed). The Target Sheet will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

**Do-** The class teacher is 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 still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will 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 support.

**Review-** The impact and support as outlined on the Target Sheet will be evaluated by the class teacher and discussed with the pupil and their parents/carers during the termly meetings.

Pupil and parents/carers views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

St Joseph's Catholic Primary School	Individual SEND Target and intervention Sheet					
	Name Year Group Picture					
	Autumn Term		Spring Term		Summer Term	
<b>Area of need:</b> <ul style="list-style-type: none"> <li>Communication and interaction.</li> <li>Cognition and learning.</li> <li>Social, mental and emotional health.</li> <li>Sensory/ physical needs</li> </ul> <b>Wave of support:</b> <ul style="list-style-type: none"> <li>Wave 3 Intervention Classroom</li> </ul>	<b>Target</b> To segment and blend words in red books	<b>Progress</b> Segmenting, moved up phonics groups	<b>Target</b> To score 30/40 in phonics screen	<b>Progress</b> Scored 27/40	<b>Target</b> To pass phonics screen check	<b>Progress</b> Passed screen 34/40
	Support this term: Daily 1-1 reading Afternoon daily phonics intervention		Support this term: Daily 1-1 reading Afternoon daily phonics intervention		Support this term: Daily 1-1 reading Afternoon daily phonics intervention	
	<b>Target</b> To follow instructions with prepositions	<b>Progress</b> Inconsistent	<b>Target</b> To follow instructions with prepositions (on, under)	<b>Progress</b> Achieved	<b>Target</b> To follow instructions with prepositions (next to, underneath, behind)	<b>Progress</b> Achieved can place teddy in correct position
Support this term: - Understand under, over, next to, on top of, under		Support this term: in <u>day to day</u> class teaching		Support this term: - 2ce a week preposition intervention with Blane		
<b>Agencies involved</b>	<b>Target</b> To write sentences independently	<b>Progress</b> Forgetting finger spaces and full stops	<b>Target</b> To write sentences independently	<b>Progress</b> Can write a simple sentence	<b>Target</b> To write a sentence with conjunction 'and'	<b>Progress</b> Achieved. Talking tin essential.
Support this term: Cubes and sound buttons Writing an independent sentence daily		Support this term: Cubes and sound buttons Writing an independent sentence daily		Support this term: - Talking tin - Phonics mat		

## Education, Health and Care Plans (EHC Plan) – Wave 4

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs.

If the child has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment.

Parents/carers and the pupil will always be involved in these discussions and the assessment. As evidence will need to be provided by school and external agencies, we ask that parents/carers contact us to discuss any concerns.

### The Process

Following a request for an assessment, the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request.

Parents/carers will be informed by the Local Authority of the outcome of the EHC assessment.

- Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years.

- Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision.

EHC Plans should be used to actively monitor children progress towards their outcomes and longer-term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child progress towards achieving the outcomes and whether they remain appropriate

### **External Agencies**

After going through a 12 week cycle of Wave 1 and Wave 2, we will request support from external services. This decision is taken by the SENDCO and colleagues, in consultation with parents/carers when reviewing targets. External support services will undertake specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for activities. This will only happen once we have been through a term of Wave 2.

We have established links with the following agencies:

- Speech Language and Communication Therapy Team
- Educational Psychology Team
- Behaviour Support Team (Perryfields)
- Child and Adult Mental Health Service (CAMHS)

Chadsgrove:-

- Learning Support Team
- Complex Communication Needs Team
- Physical Disabilities Outreach Team

### **Role of the Inclusion Lead- Special Educational Needs & Disabilities Co-ordinator (SENDCO)**

The schools Special Educational Needs & Disabilities Co-ordinator, is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers which include the medical registers. He or she will co-ordinate provision for pupils with SEND, monitor the targets and liaise with parents/carers, staff and external agencies. (Current SENDCO is Mrs Abbie Pedley).

### **Role of the Head Teacher and SLT**

- To have an accurate overview of the SEND profile at the school and the pupils currently on SEND registers
- To have clarity of arrangements in place in order to respond to need
- To monitor SEND reviews in liaison with the SENDCO
- To monitor teaching arrangements made for SEND children including the deployment of teaching assistants



- To advise the LA when a formal assessment may be necessary

### **Role of the Class Teacher**

- Follow the graduated response
- To identify children who are experiencing difficulty in collaboration with advice and guidance of the SENDCO
- To differentiate within the classroom and to provide appropriate opportunities and resources
- To monitor and record the progress of the child as an ongoing process
- To inform parents/carers of areas of concern and to seek support and active involvement from them
- To organise and differentiate the child's work and will keep records of this process for assessment by external agencies should this be required
- For children experiencing emotional/behavioural difficulties, class teachers will keep evidence of strategies used and will involve parents in a supportive role
- As new members of staff join the school, they are advised about the special needs arrangements and their role responsibility towards the implementation of the policy

### **Role of the SEND Governor**

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. (Current SEND Governor is Mr Chris Taylor).

The SEND Governor will also:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **Admissions**

We welcome those parents/carers seeking integration into mainstream schooling for their child with special educational needs, in accordance with the Local Authority admissions policy which is available on the school website. Parents or carers seeking the admission of a pupil in receipt of an EHC Plan of Special Educational Needs must do so through the Worcester Local Authority SEND Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

### **Access for the physically impaired**

The school has a disability equality scheme and accessibility plan in place which is reviewed annually. The main entrance to the school is from the car park and is accessible by wheelchair. Where access is restricted, special arrangements have been made to enable the child to take the lifts to the upstairs classrooms.

### **Complaints Procedure**

Any concerns about special educational provision within the school should be directed to the SENDCO or Headteacher. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's LA adopted Complaints Policy (which can be found on the school website).

### **Evaluation of Policy**

The Governor with responsibility for Special Educational Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENDCO will also ensure that the policy is monitored and regularly updated. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

Date of last review: September 2023

Date of next review: September 2025