

**St Joseph's Catholic Primary School**  
**Special Educational Needs and Disability Policy**

**This policy has been approved and adopted by the Governing Body and will be reviewed every year**

**Date Reviewed: March 2021**

**Review Date: March 2022**

**Mission Statement**

St Joseph's Catholic Primary School is a Catholic school in which the Gospel message is encompassed in the statement *'Love one another as I have loved you' John 13*

Our school reflects and celebrates the diversity of Christ's Kingdom, where all are seen as gifted and can learn from one another. Our commitment is to meet the needs of every child as a unique individual.

The Code of Practice (2014) states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further or higher education training.

The school believes that all children with a Special Educational Need and Disability (SEND) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The school strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

**Objectives**

Provision for students with SEND is a whole school matter, in line with the Code of Practice, the school will therefore:

- Identify and address the SEND of the pupils we support
- Use our best endeavors to ensure that a child with SEND gets the support they need

- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents and carers to enable them to make an active, empowered and informed contribution to their son/daughter's education
- Designate a teacher responsible for coordinating of SEND provision i.e. SENDCO

## Context

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision **different from or additional to** that is normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas, these are:

- Making SEND provision an integral part of each School improvement Plan
- Enabling identified pupils with SEND to reach their full potential
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school
- Removing barriers to achievement and offering alternative/personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND
- Regular monitoring of the progress and development of all pupils throughout the school, providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND
- Ensuring that all governors, particularly the SEND Governor,, are up to date and knowledgeable about the school's SEND provision and inclusion overall

- Involving the full Governing Body in the future development and monitoring of this policy

### **Staffing and Professional Development**

The Leadership Tem will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

The policy will be reviewed every three years in accordance with the school's review cycle.

### **Appendices**

- SENCO specific roles and responsibilities appendix 1
- Identification, assessment, provision and review appendix 2
- Transition and admissions arrangements appendix 3
- Access arrangements appendix 4

## **SEN Policy**

### **SPECIFIC ROLES AND RESPONSIBILITIES – Appendix 1**

**The Special Educational Needs Coordinator (SENCO) is responsible for:**

#### **Children**

Using baseline data to identify and monitor all children with SEN.

- Informing teaching staff of children with SEND and the provision they need
- Maintaining the school provision map/SEN register
- Ensuring the correct provision is in place for all students with SEND
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND
- Ensuring that access arrangements are in place, when required, for external examinations
- Coordinating smooth transition to and from feeder schools attending and organizing meetings where appropriate
- Conducting Annual Reviews and monitoring the progress of children with and Education Health and Care Plan (EHCP)
- Liaising with parents of pupils with SEND through parents evenings and interim meetings where appropriate
- Leading staff who support children with Learning Support Programs and Speech and Language
- Overseeing and leading the staff and teaching assistants
- Working collaborative with the Pastoral Manager and Governors
- Acting upon referrals from staff
- Arranging and delivering appropriate whole school CPD on Inclusive Education

#### **Other Responsibilities**

To liaise with outside agencies and local authority support services where necessary. These include Learning Support Services, Autism Communication Team, Speech and Language, Educational Psychologist, Visual and Hearing Impaired and Child and Adult Mental Health Service. In addition the SENCO may liaise with Social Services, Health Services, the early help Team and family support workers.

And any other agencies that require contact.

#### **Teachers**

- Meeting the Individual needs of the children in their class by regularly checking and acting upon information provided by the SENCO and other outside agencies
- Ensuring work is appropriate for the needs of all children that they teach
- Use differentiation in all lessons following advice
- Setting achievable, but aspirational targets for individual children and evaluating the success of these targets

- Contributing to the Annual Review for those with Educational Health Care Plans
- Referring students who are having difficulties to the SENCO or Pastoral Manager
- Attending training sessions provided by the SENCO
- Using Teaching Assistant support available in lessons appropriately and liaising with the Teaching Assistant in advance, or how best to support and individual.

The Head teacher, SENCO and the School's leadership team has the responsibility to ensure the implementation of the SEN Policy

The appointed governor for SEN plays a vital role in ensuring that SEN stays on the agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEN

The current SENCO at St Joseph's Catholic Primary School is:

Mrs. A Smith

The current Pastoral Manager is:

Mrs. Andrea Glossop

If you have any concerns about your child's educational needs, please do not hesitate to contact them.

## **IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW –Appendix 2**

Where a child is identified with SEND, the school will take action to remove barriers to achievement and put effective SEND provision in place. This takes place in the form of a four part cycle known as a Graduated Response.

### **The Graduated Response**

St Joseph's has a clear and structured approach to identifying and responding to Special Educational Needs and Disability. As a school, we recognise the importance of identifying students' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. We will carry out baseline testing with all students on entry to the school and assess each student's current skills and levels of attainment. Those who don't meet age-appropriate scores will receive further monitoring.

Teachers make regular assessments of progress for all children. These seek to identify children making less than expected progress related to age and individual circumstance. This can be characterized by progress which:

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

It can also include measure of progress in other areas other than attainment, such as behavioral, emotional and social skills.

The school has a very proactive approach to assessing Special Educational Needs and Disability and wider issues relating to Mental Health difficulties and behavioral, social and emotional disorders.

### **Plan**

Once a child has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified that their child will be placed or removed from the SEND register or SEND support.

Children with an EHCP or receiving additional support or intervention will have a child centered plan written. This plan will outline their specific needs and inform staff of the child's strengths, needs and teaching support/intervention recommended as part of the graduated response to SEND. It is school policy that staff read and adhere to the advice contained in these documents.

### **Do**

All teachers are teachers of SEND and therefore will remain responsible for working with children on a daily basis, with support and advice from the SENCO and Learning Support Services. The SENCO will support all staff and children within the school to ensure Inclusive Education for All.

## **Review**

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention, impact will be measured through academic progress, attendance and parental, student and staff feedback. Where a student continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

If your child is on the SEND register, you will have the opportunity for direct contact related to your child's progress, at least three times per year. This contact can include; opportunities to meet with the SENCO at parents evenings, official letters, feedback related to SEND targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent has concerns about their child, the SENDCO or Pastoral Manager would welcome a phone call to discuss this further.

## **Educational Health Care Plans**

As a parent you have the right to request an Educational Health Care Needs Assessment if you believe that, despite the school taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress. If you would like to request an Educational Health Care Needs Assessment, please contact the SENC to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent
- The young person over the age of 16 but below the age of 25 and
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

### **ADMISSION ARRANGEMENTS: Appendix 3**

Children with SEND are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school along with all other parents on a Prospective Open Day or private inspection through appointment.

The Equality Act (2010) prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability. The school admissions Code of Practice requires that a young person with SEND be treated fairly. Admissions:

- Must consider applications from parents of students who have SEND, but do not have an Educational Health Care Plan
- Must not refuse to admit a student who has SEND because they do not feel able to meet their needs
- Must not refuse to admit a student on the grounds that they do not have an Educational Health Care Plan

### **Transition Arrangements**

Support for children with Special Educational Needs and Disability includes the planning and preparation at key transitional phases of education. For children arriving at St Joseph's a comprehensive package of transitional support is put in place each year. Transition days are planned for children with a variety of needs by both the SENCO and Pastoral Manager. Furthermore close liaison takes place between the current class teacher and new class teacher to ensure necessary personalized provision and information is taken into account in advance of a new child entering school or moving classes as they move through school.

### **ACCESS ARRANGEMENTS – Appendix 4**

Access arrangements are agreed for individuals before official assessments take place. They allow children with special educational needs, disabilities and temporary injuries to:

- Access the school
- Discuss what the child can and cannot do to ascertain access arrangements for assessments in line with Equality Act (2010) in order to make reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled with the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

The SENCO, class teacher and members of the Senior Leadership Team will determine and implement appropriate access arrangements at St Joseph's.