

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

SENDCo: S Elliott-Walker

SEND Governor: Aneta Kurobiowski / Kate Carroll

MISSION STATEMENT

We are growing together on our journey of achievement with Jesus in our hearts, heads and hands.

POLICY STATEMENT

At St Joseph's we are fully aware of our responsibility to ensure that every child achieves progress academically as well as in their social and personal development.

Children may be said to have special educational needs or learning difficulties and disabilities (SEND) if they are not reaching their full potential compared to the majority of children of the same age. This can be due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

We believe that all children are vulnerable to stress caused by personal circumstance and most experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods, and this will be regarded as a special need.

POLICY AIM

- To encourage all our children to develop the respect, understanding and awareness of disabilities, cultures, religions, and values that lead to high regard for each other;
- To provide an inclusive education that is broad and balanced which develops pupils' knowledge, skills and understanding;
- To enable all our children to reach the highest levels of achievement of which they are capable;
- To assist all our children to acquire the knowledge, competencies, experiences and skills which will enhance their life-chances;
- To raise the expectations and aspirations of children, to expand their horizons and foster an awareness of the range of opportunities available;
- To equip our children with the knowledge, understanding and independence of mind which is essential to overcoming prejudice and stereotyping;
- To cultivate in all our children an understanding of rights and responsibilities such as would enable them to defend their own rights and have due regard to the rights of others.
- To promote equality of opportunity and to participate in removing barriers for learners with disabilities.
- To provide good relations between school, carers and pupils to provide a positive outcome for the child.

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1. OBJECTIVES

To provide access for all children to the National Curriculum. Different ability groups and different needs will be catered for through differentiated planning and quality first teaching. Classrooms are organised and managed with this in mind.

The objectives of our Special Educational Needs and disabilities Policy ensure that:

- All children are given equal access to a broad and balanced curriculum and that each child's achievements are valued, regardless of need or disability.
- We identify and assess children with SEND as early as possible.
- All teaching staff are aware of the procedures for identifying children with SEND (as stated in the attached appendix).
- There is involvement of parents and pupils on an ongoing basis.
- In order to support children with SEND, we provide differentiation, intervention groups and individual targets and strategies that are additional to and different from the work undertaken within a normal classroom setting. We also offer specialised support from a trained Teaching Assistant(TA), in the SEND room.
- Clear, factual and up-to-date records follow the child through their primary school career and are passed on to their secondary school. This information can be found in individual files in the SEND room and in the 'SEND Classroom File' in each classroom.
- We raise staff awareness and expertise through SEND staff meetings and additional SEND INSET with outside agencies. Each member of staff and their support colleagues have a 1:1 meeting with the Special Educational Needs Co-ordinator (SENDCO) three times a year.
- We maintain close links with support services, other schools and agencies. (A comprehensive list is available on our local offer available on the school's website.)

2. ORGANISATION

The person responsible for coordinating the day-to-day operation of the SEND and Disabilities Policy is the assigned Special Educational Needs Coordinator.

At St. Joseph's Catholic School we believe that:

- Inclusion in education involves the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and community of our school;
- Inclusion is concerned with the learning and participation of all students vulnerable to exclusionary pressures;

- Inclusion is concerned with improving our school for staff, parents, pupils and the wider community;
- Inclusion in education is one aspect of inclusion in society;
- All children are entitled to have access to a broad and balanced curriculum and this must be planned to take account of their learning and physical needs and be relevant;
- All children need adequate and appropriate resources to support their learning;
- All children are entitled to an education that balances their individual needs as citizens with the needs of community and wider world;
- We provide a secure and structured learning environment with clear standards of acceptable behaviour and consistent procedures for dealing with what is not acceptable (see positive relationship policies);
- We seek to develop a full and active partnership with primary carers, governors, pupils and the local community by involving them in the life of the school and enabling them to influence and enhance the school's positive development;
- Primary carers and governors have every opportunity to know the school and its staff and develop trust and confidence in it;
- Inclusion involves regular and relevant professional development for all staff and support staff. In-service training and teaching is monitored by the Headteacher and the Assistant Heads on a regular basis.

3. PLANNING

The school SENDCO has completed the National Award for SEND Co-ordination at masters level. The SENDCO is responsible for:

- The day-to-day running of the Special Educational Needs and Disability Policy, in conjunction with the Headteacher.
- Liaising with and advising all staff members, teaching and non-teaching.
- Co-ordinating, along with the Headteacher an efficient system for identifying and monitoring children with SEND.
- Co-ordinating the assessment of and keeping records for children with Special Needs.
- Contributing to in-service training for staff.
- Liaising with and making referrals to outside support services, agencies and voluntary bodies, including the School Medical Service, the Educational Psychology Service, Learning Support Service, the Education Welfare Service, Child & Family Consultation Service, and Social Services. We have had links with the Behaviour Support Team as a consultation service.
- Where necessary assisting class teachers to draw up provision maps in consultation with others (e.g. TA's, parents and pupils), and to incorporate this into the class planning.
- Maintaining close links with all parents of children with special educational needs and disabilities.
- Formal termly review meetings to take place with Class Teacher, SENDCO, TA, primary carer and child as appropriate, and for these meetings to provide a positive input to the child's provision.
- Co-ordinating SEND reviews, and organizing Annual Reviews for children with Statements / Education Healthcare Plan (EHCP).
- Producing written reports following Annual Reviews and referrals.
- Liaising with the Headteacher to write and implement the 'SEND and Disability Policy'.

- To ensure SEND provision is included as part of performance reviews for all staff.

The Headteacher has the responsibility to ensure that once a child has been identified as having a SEND, formal records begin to be kept following an initial meeting to discuss the needs with the child's carer. Records are accessible to all teachers and professionals in consultation with the SENDCO and primary carers.

4. RESOURCES

There is a range of support material and resources for SEND, accessible to all staff in the designated SEND room.

Details of additional provision is kept on the central staff PC, with a copy to the relevant support staff, the teachers involved and the primary carer.

4.1 Staff

The school employs a specialist support teacher, who is qualified to work with children with specific learning difficulties. Many of the teaching assistants are trained to deliver Speech and Language Therapy (SALT) and the Elklan programme. Training has also been given to support children on the autistic spectrum, children with hearing impairment and children with visual impairment.

5. ASSESSMENT

5.1 Identification, assessment arrangements and review procedures:

We aim to identify children with special educational needs as early as possible in their school career. To this end the SENDCO meets each class teacher at the beginning of the year and more times as necessary (informally) to discuss any issues that might have arisen and any change in the needs of the class. All children listed on the SEND profiling system are offered a review of their SEND stage once a term, unless short term targets dictate further meetings should be held. Carers, teachers, support staff, SENDCO and pupils are all invited to participate in the setting of short term targets and the evaluation and review of the SEND. In some cases, relevant professionals from outside agencies are also invited to contribute.

Identifying SENDD – graduated approach

Class teachers, supported by the senior leadership team will make regular assessments of progress for all pupils during pupil progress meetings. These assessments will 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

The first response to such progress should be quality first teaching, targeted at the areas of weakness. If progress continues to be less than expected the class teacher, working with the

SENDCO, will create a provision map for the child which will put into place extra teaching or other rigorous interventions. If after this intervention the child is still not making the required progress the SENDCO will assess whether the child has SEND.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All adults working with the children are aware of age related expectations and continued monitoring will ensure any developmental concerns are recognised early in the child's education. Staff at St Joseph understands that parents are the first educators of their children and as such any concerns they express will be acted upon.

If no progress is evident after rigorous interventions the school will seek the advice of external professionals. The time frame for this will be subject to the individual child's development. The parents/carers will be asked to consent to this involvement. The school may consult with the Educational Psychologist (EP) and, teaching and support services, (TASS), Autistic spectrum social communication service (ASSC), Child and Adolescent Mental health Services (CAMHS) or other relevant agencies. Where external agencies are involved, we will provide the child's records from their individual files. External involvement may include specialist assessment to create targets, resources and support still to be conducted within a classroom setting. It is the responsibility of the class teacher and support staff to meet these targets. The parent/carers will also be consulted and invited to consent if further referrals (i.e. health, psychological) are deemed to be necessary. Any individual programmes and advice will be incorporated in the child's provision map or school routine. All the evidence for involvement with the child is recorded and filed.

Request for an Educational Health Care Plan

If after the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, as above the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress

- Information about the nature, extent and context of the child or young person's SEND

Evidence of the action already being taken by the early year's provider, school to meet the child or young person's SEND

- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided

- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and

The school will provide written evidence of every stage of the profiling system plus reports and assessments from outside agencies.

Local authorities will have early discussions with parents about what the EHC needs assessment process and development of an EHC plan will involve.

Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum, including the National curriculum:

Children who have been recognised as having SEND are supported from within the school's resources. These are:

- Curriculum differentiated by class teacher
- TA's supporting individual work
- TA's supporting group work
- Intervention Groups run by TA's
- Intervention Groups run by ELKLAN trained TA's
- Intervention by the specialist teacher of children with SpLD
- SENDCO run booster Groups
- Provision maps assist class teachers and helpers in differentiating the curriculum and are initiated with the SENDCO, the primary carer, the pupil, the class teacher and the support staff.

The inclusion/integration of children with Special Educational Needs or Disabilities within the school:

At St Joseph's Catholic School we are committed to a policy of inclusion where we believe that we can meet a child's SEND appropriately. Where possible we support children in class, with their peers. We also have an SEND room and specialist teaching assistant dedicated to supporting children with SEND. The school building has suitable access for all.

We believe that inclusion is successful when there is adequate and appropriate support for the child, the carers and the school. It is a priority of ours to ensure that a child with SEND has the right support and to this end, we work hard to maintain links with health and education professionals. We are in regular contact with the Learning Support Service, Language and Literacy, Educational Psychology Service and Behavioural Support Team. We have links with Kennel Lane and seek to share good practice with other local schools if a particular programme is run there.

The school is committed to the process of developing inclusion as a whole school and will involve pupils, carers, staff, governors, other professionals and the local community in this process. We commit ourselves to ongoing training in special needs, inclusion and Disability Equality.

Criteria for evaluating the success of the school's Special Educational Needs and Inclusion Policy:

The policy is reviewed where there are changing circumstances and at least every year.

5.6 Monitoring:

- The Headteacher and the SENDCO will monitor effective communication between all parties through regular SEND meetings and reviews including evaluations and the

setting of new targets. Reviews are at least twice a year including Statemented / EHCP children who also have an Annual Review with all professionals involved with the child's learning. There are also informal meetings, phone calls and ad-hoc letters home to carers to report on successes, and if appropriate a home link book.

- The SENDCO and the class teachers will monitor that the provision maps address the needs of the children through regular meetings to analyse, evaluate and re-set targets using different strategies. Information on how to motivate and move the children forward will be received from all professionals involved, carers, teaching staff, and pupils themselves.
- The Headteacher, Senior Leadership Team and SENDCO will monitor the identification of children early in their primary school career.
- The SENDCO and the Headteacher will monitor the effective use of SEND resources through consultation with professionals, Behaviour Support Team, and carers of children on the SEND profiling system.
- The Headteacher and the SEND Governor will monitor the success of the Special Educational Needs and Disabilities Policy with parents/carers through questionnaires and through the complaints procedure and the committee agenda and minutes.

In addition the success of the Special Educational Needs and Inclusion Policy will be reflected in the following:

- The results and analysis of Statutory Assessment Tests and teacher assessment.
- The views of staff, primary carer and the Governing body.
- The number of children whose needs are perceived to have been met and who move down or off the profiling system which monitors pupils' national curriculum levels. This is held on a designated computer.

Policy to be reviewed annually.

APPENDIX 1 - PROCEDURES FOR IDENTIFYING AND SUPPORTING CHILDREN WHO ARE NOT MEETING EXPECTATIONS.

Differentiation

Differentiation means teaching a child in ways and at levels which match their ways of learning. Children make progress at different rates. Not all children learn in the same way and need to be taught in different ways, acknowledging differing learning styles.

- 1 Class teachers and subject co-ordinators have the responsibility to ensure that schemes of work make provision for adaptation to meet individual children's needs.
- 2 Early support for children with special educational needs will usually be within the regular classroom routes by means of differentiated tasks and/or adult help.
- 3 Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group, to work with the Teacher or Teaching Assistant or SENDCO.

SEND

Should a child make little or no progress, even when teaching approaches are appropriately differentiated, the class teacher will discuss this with the SENDCO and appropriate action will be agreed. This may not necessarily involve additional adult support.

- 1 An Individual Education Plan will be created in partnership with the school, the child's carer/parents and where appropriate the child. It will identify specific targets and additional strategies to be employed.
- 2 Individual Education Plans will be reviewed at least twice a year, and parents will be invited to contribute to the review. For children in the Reception Class who are still completing the foundation stage, it is anticipated that there will be three reviews per year, in line with the guidance in the Code of Practice.
- 3 The Individual Education Plan will only record that which is additional to, or different from, the differentiated curriculum, and will focus on two or three individual targets that match the child's needs. The delivery of the interventions recorded in the Individual Education Plan continue to be the responsibility of the Class Teacher.
- 4 Should a child continue to make little or no progress, or be working at a level substantially below that expected of children of a similar age, or have emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, then the school will discuss with carers/parents the option of seeking the advice of outside professionals .
- 5 At all times, records will be kept to indicate support provided and indicate progress made against the targets set.

If a child continues demonstrates significant cause for concern, the school may request an assessment for an education health care plan (EHCP).

- 1 The SENDCO will co-operate as part of the SENDCO Cluster Group and liaise as appropriate with other primary schools.
- 2 SENDCO will liaise with other agencies when appropriate to the needs of the child. In addition, the school may seek advice from the educational psychologist, specialist advisory teaching services and the SEND Team at the LA.

Monitoring

- 1 Plans for meeting the special educational needs in the school will be reviewed annually
- 2 The effectiveness of the SEND provision will be reported to the Governors on at least an annual basis
- 3 Effectiveness will be reported to parents and the school community by the SEND Governor, annually.
- 4 This policy will be reviewed as part of the Governors' rolling programme and must be reviewed at least on an annual basis.

Complaints Procedure

The school's complaints procedure is set out in the Complaints Policy and in the school prospectus.

Under the SEND and Disability Act 2001, parents may seek advice on resolving disagreements with the LEA and school through an independent mediation service. School will make further information about this process available on request.

Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCO and subject co-ordinators.
- Analysis of pupil-tracking data and test results.
- Value added data for children identified at School Action and School Action Plus.
- Termly monitoring of procedures and practice by the SEND Governor.
- The school self-evaluation mechanisms

- The Governors' Annual Report to Parents, which contains the required information about the implementation and success of the SEND policy
- The school's annual SEND Review, which evaluates the success of our policy and sets new targets for development
- The school's Development Plan which is used for monitoring provision in the school
- Frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.