



## **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

**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 (September 2014)
  - Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

### **MISSION STATEMENT**

**At St Joseph's, we work, learn and play together in God's love.**

At St Joseph's Catholic Primary school, it is our belief that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We provide a broad, balanced and creative curriculum for all children. All children benefit from "Quality First Teaching": this means that teachers expect to assess, plan and teach children at the level which allows them to make progress with their learning. The National Curriculum is the starting point for our planning in order to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

## **What are Special Educational Needs?**

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

## **Roles and Responsibilities**

### The Governing Body

The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The SEND Information Report is reviewed annually, and details the effectiveness of provision in the last year, along with any significant changes to policy
- The SEND Information Report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCo, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan

The Special Educational Needs Co-ordinator (SENDCo) is Miss Johnson and she can be contacted via the school office: 01257 260288 or via email on [johnson@st-josephs-anderton.lancs.sch.uk](mailto:johnson@st-josephs-anderton.lancs.sch.uk)

The SENDCo is responsible for:

- Co-ordinating SEND provision for children
- Liaising with and advising teachers
- Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- Liaising with parents of children with special educational needs
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Consultation with the class teacher to ensure that appropriate provision is planned and implemented and that reviews take place.

## Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCo to formulate provision and review progress and impact. They maintain a class SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

## **Aims**

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

## **Objectives**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Work within the guidance provided in the SEND Code of Practice 0-25 Years (2014).
- Ensure pupil participation and involvement in their learning, with increasing responsibility for their learning and behaviour as they move through the school.
- Ensure good parent and carer involvement in children's learning and development.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible; that outcomes of Special Educational Provision (SEP) are determined; and that their progress towards these outcomes is closely monitored.
- Ensure all teachers take responsibility for planning and meeting the learning needs of special educational needs pupils, and of deploying support staff effectively to meet children's learning needs.

- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils

## **Broad Areas of Need**

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction - Autistic spectrum, Asperger's and PDA
- Cognition and learning -Dyslexia and moderate learning difficulties
- Social, emotional and mental health difficulties - ADHD and emotional difficulties
- Sensory and/or physical impairment - Visually impaired, Hearing impaired, Gross and Fine motor skills, Balance, Early Movement Skills

## **A Graduated Approach to SEN Support**

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests and standardised assessments. Teachers will then consult the SENDCO to consider what else might be done - the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We 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.
- Widens the attainment gap.
- Fails to make progress with wider development or social and emotional needs.
- Fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years - 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENDCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

**ASSESS** - The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** - Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

**DO**- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW**- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least twice in each academic year.

The school's SEN Information Report (which contributes to the Local Authority's Local Offer) can be found on the school website. <https://www.st-josephs-anderton.lancs.sch.uk/>

This indicates the type of provision the school currently offers to pupils with SEND and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

## **Integrated Assessment of SEND**

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school or parent may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to an Integrated Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
  - the school
  - an educational psychologist
  - health
  - social care
  - anyone else that parents/ carers request
  - a specialist teacher for the visually impaired or hearing impaired, if appropriate
- From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.lancashire.gov.uk](http://www.lancashire.gov.uk)

## **Criteria for exiting Special Educational Provision**

A child may no longer require SEP, where they

- making progress significantly quicker than that of their peers
- closing the attainment gap between them and their peers
- making significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- making progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

## **Supporting pupils and families**

Lancashire Local Authority's Local Offer can be found at [www.lancashire.gov.uk](http://www.lancashire.gov.uk)

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves. Parents and carers are consulted and informed of changes to the SEND Policy. The SEN Information Report is updated annually on the school's website.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. A multi-agency approach may be initiated if school staff members require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

## **Admissions**

Pupils with special educational needs will be admitted to St Joseph's Primary School, Anderton in line with the school's admissions policy. The school meets with the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. For any student whose needs require additional support during internal annual transition suitable support will be put into place. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

## **Medical Needs**

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 may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school website at <https://www.st-josephs-anderton.lancs.sch.uk/>

## **Monitoring and evaluation of SEND**

At St Joseph's Primary School, we analyse the impact and outcomes of provision and resources made available to an individual child and wider groups of pupils. Assessment and other progress information are inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. This is used to inform future decisions and can be used to inform discussions in person-centred review sessions with parents and pupils. It also helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities and ensure that provision of resources is equitable among pupils according to their needs.

## **Training and resources**

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored. The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHC Plans and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo. The SENDCo will keep abreast of current research and thinking on SEND matters. The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school In-service Training (INSET) or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of:

- additional staff support
- providing intervention work for individuals and small groups
- purchasing materials and resources
- training for staff
- provision of external specialists and advice, where required

## **Storing and managing information**

The confidential nature of SEND information is fully recognised at St Joseph's Primary School. Hard copy files are stored in the main office, whilst electronic files are stored within our online, secure CPOMS programme and also within our secure Teachers Drive on our school computer system.



## **Reviewing the policy**

This policy will be reviewed annually by SENDCo, Head, staff members and governors.

## **Accessibility**

The Disability Discrimination Act (1995), as amended in 2005, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools for pupils with disabilities. St Joseph's Primary publishes its accessibility plans, which can be found on the website. This therefore allows those with disabilities to be as fully included as other SEND students.

## **Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENDCo.
- Should the problem be with the SENDCo, contact the Headteacher.
- Discuss the problem with the Headteacher.
- The Headteacher may refer the matter to the Area Special Needs Officer, or seek other external advice in a confidential manner. Parents are informed about Information Advice and Support Services (formerly Parent Partnership) and how to make representations to the LA.
- More serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of Governors, School Adviser, or the LA SEND Adviser as appropriate.

Revised and adopted by the Governing Body

Date: Autumn Term 2023

To be reviewed annually or in line with any change in legislation or DFE guidance