

St. Joseph's R.C. Primary School

Special Educational Needs and Disability Policy



Policy completed by: SLT
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Introduction

At St. Joseph's School, our mission statement declares 'We aim to grow and learn together within a loving and caring environment which reflects the Gospel values. We encourage all our children to reach their full potential in all aspects of their education.' This mission is at the heart of our school's SEND policy which outlines our school's code of practice, detailing how we enable children with SEND to achieve their full potential, within an environment that is supportive while maintaining high expectations for all. This policy also complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 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 (2014)
- Schools SEN Information Report Regulations (2014)

Aims and Objectives

The overall aim of our approach to SEND is to put structures in place within the school which allow all children, whatever their educational need, to have access to the highest standard of teaching and learning, to enable them to be able to reach their full potential.

- We aim to do this by:
 - Identifying pupils with SEND as early as possible so that their needs are met.
 - Having clear systems in place to support teachers in identifying, planning for and assessing the progress of children with SEND.
 - Working within the guidance provided in the SEND code of practise (2014)
 - Having a SENDCO in place to provide support and advice to all children with SEND and the staff who work with them
 - Providing all our children with a broad and relevant curriculum which is personalised to meet the needs and ability of the individual, while ensuring they take a full and active part in school life.
 - Providing clear communication and a strong partnership between children, parents, governors, LA and outside agencies.
 - Regularly monitoring the provision for all children with SEND to make sure that it is effective in supporting pupils to make the maximum progress and realise their full potential.

Special Educational Needs & Disabilities

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

"A child or young person has SEND needs if they have a learning difficulty or disability which calls for special educational provision to be made for them"

(Special Educational Needs and Disability Code of Practice 0 to 25 years 2014 pg. 15)

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age:
or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The Code of Practice identifies the following types of SEND:

- 1) Cognition and Learning Difficulties
- 2) Social, Emotional and Mental Health Difficulties
- 3) Communication and Interaction Difficulties
- 4) Sensory and/or Physical Difficulties

We cater for pupils who experience difficulties in all areas of SEND

Special educational provision means:

- educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

Inclusion

- Children with Special Educational Needs will as far as possible be included as part of the class in all lessons. They will be provided with a differentiated activity and/or support when the teacher feels this to be appropriate.
- From time to time children with Special Educational Needs will be withdrawn from the classroom, so as to receive individual or small group intervention.
- The school has full provision for pupils who are disabled.

Curriculum

The school aims to provide: -

- A broad, balanced, relevant and purposeful curriculum which is differentiated to the child's needs
- A range of teaching strategies to meet the child's needs.
- A provision map, which set a small number of targets, closely matched to the pupil's needs. This will also show how and who will support the child.
- A weekly provision record/ or timetable which details how the targets on the provision map are timetabled for the child throughout each week.

Planning

Planning and provision are essential requirements for all children with SEND. Class teachers are accountable and responsible for the progress of those children with SEND in their class. Therefore, it is the responsibility of the class teacher to plan and assess for those children with SEND in their class. Lessons will be planned to address any potential areas of difficulty and to remove barriers to pupil achievement. Sometimes it may be appropriate for teachers to create separate weekly / session plans to fully meet the needs of those with SEND in the class. At other times, skilled differentiation will allow children's needs to be met appropriately. For further guidance on SEND planning routines, see Appendix 1.

Provision

Provision for a child with SEND should match the nature of their needs and learning style. These arrangements are additional to or different from the differentiated approaches and learning arrangements normally provided for all children.

The school aims to provide a variety of provision by way of:-

- use of specialist equipment to help aid learning e.g. laptop/word processor, writing slope, aid memoires etc.
- in-class support either individually or in small groups with teachers and/or teaching assistants.
- additional withdrawal support either individually or in small groups with teachers and/or teaching assistants, outside agencies such as speech and language therapists etc.

A Provision Map will record strategies for pupil progress by focusing on some individual targets that closely match the pupil's needs. See Appendix 2.

Provision Map reviews should:

- take place half termly
- record the extent to which targets have been met
- outline new strategies with provision (if applicable)
- be discussed and edited in partnership with parents/carers

See Appendix 3 (optional)

A Provision Record is a weekly timetable which details all individual or group provision sessions a child with SEND has participated in. It will detail all the sessions which are additional to or different from the arrangements that are normally provided for the rest of the class. Examples may include P scales sessions, additional physical development sessions, additional speaking and listening sessions etc. See Appendix 4.

P levels

At St. Joseph's, we use thorough assessment practices to ensure our children with SEND make progress. We use the P scales to track the child's progression through each level, whether it be Early steps, P Levels or National Curriculum. For further guidance on how to use the P scales, see Appendix 5.

Children with SEND will have an SEND Provision & Intervention folder which will detail their provision and the targets they have been working on and have successfully achieved within the level they are working at. The subject areas that the children may be assessed in are Reading, Writing, Number, Speaking and Listening (and Physical Development, if the children participate in additional physical development sessions). It is left to the discretion of the teacher as to what (if any) P scale assessments they may wish to use e.g. if a child with SEND is below track for reading but not number they may wish to use reading P scales assessment sheets only. P scales can be used for any child with SEND - a child in year 3 who is not yet working at Level 1 can be assessed against the P scales or a child in Year 6 working at level 2 can be assessed using the Early Steps folder etc. All P Level templates (Early Steps, P scales and Small Steps) are kept in the ROR.

The individual assessment pages in each child's folder should be updated where the teacher/ TA feels the child has achieved the target within the level. Once all 'steps' or targets have been achieved and under the class teacher's direction, the child should be moved onto the level above and begin to work on these new 'steps'.

Identification and Assessment

Early Identification - At St. Joseph's, we also follow the 'Identification of Pupils' Needs' flowchart and 'Identification Pro-Forma' to inform us of how to begin this process of early identification. See Appendix 6. It is vital that pupils with SEND are identified at an early stage. Every member of staff in this school is responsible for identifying pupils with SEND. We will inform parents at the earliest opportunity of the school's concerns and discuss and agree the appropriate provision to be made for their child. The school's SEND consent form must be signed by the parent/carer before any provision is put in place. See Appendix 7.

Assessment - It is essential that all teachers in the school have the necessary observational skills to identify pupils with SEND at an early stage. Teacher observations, records from previous schools/settings and information from parents provide an overall picture of a child's abilities and needs.

The school has also established a procedure for diagnostic assessments and standardised tests that can be used where deemed necessary by the SENCO in consultation with teachers and parents/carers.

Graduated Response to Pupils' Needs – Assess, Plan, Do + Review

Once pupils have been identified as having SEND and this has been discussed with parents/carers, the school will intervene by placing them on SEND support as advocated by the SEND Code of Practice 0-25 years 2014. Pupils contribute their views after individual intervention sessions and for Annual Review meetings.

Early Years SEND support can be triggered through concern that despite providing opportunities or using alternative approaches to learning pupils: -

- make little or no progress
- work at levels significantly below others of a similar age
- show persistent emotional / behavioural difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

The SENDCO will: -

- consult with parents and seek consent
- place the child on SEN support
- advise and support the class teacher
- ensure an appropriate provision map is in place
- ensure relevant background information is in place

On review of the Provision Map, advice and support will be sought from external agencies only if the child has shown no or limited progress.

Whole school SEND support intervention can be triggered through concern that despite receiving differentiated teaching pupils: -

- are working at National Curriculum levels well below that expected of a child of a similar age
- make little or no progress
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties

- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and / or interaction problems, which continue despite curriculum differentiation

The SENDCO will consider an appropriate approach such as: -

- consult with parents and seek consent
- place the child on SEND support
- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- LA support for advice on strategies and equipment or staff training

The SENDCO should be informed about review outcomes as appropriate and take the necessary actions (see SEND identification flowchart)

If a child continues to make no progress, then a statutory assessment can be requested by the school/parents) if they feel a child is no longer able to make progress in class despite all the interventions put in place for him/her. This request will help to decide whether an Education, Health and Care Plan is needed. Having an EHC Plan means the child needs a very significant amount of individualised support than cannot be provided from the budget available to the school.

Once the LA receives the assessment request (and information submitted by the school i.e. reports etc.) they will decide whether they think the child's needs are complex enough to need an assessment. If this is the case the LA will ask parents and all professionals involved with the child to write a report outlining the child's needs. If the LA does not think the child needs a statutory assessment, they will request that the school continues with the school based support already being given.

After all reports have been submitted, the Local Authority will decide if the child's needs are severe, complex and lifelong. If this is the case, they will request that the school setting write an EHC Plan. The EHCP will be submitted to the LA where they will review and agree/disagree costs. Once confirmed, the EHC Plan will be reviewed annually.

The EHCP annual review will: -

- assess the progress of the pupil in relation to the key outcomes in Section E of the EHCP
- review the provision made for each child
- consider ending, continuing or amending the existing EHCP
- set new outcomes for the following year (if applicable).

If the LA feels that the child's needs are not severe, complex and lifelong they will ask the school to continue with school-based support and also set up a meeting in school to confirm a plan is in place to ensure the child makes as much progress as possible.

A EHCP transition review takes place at the end of KS1 and KS2. This is when pupils transfer to KS2 or leave the primary phase and move to the secondary phase. The **EHCP transition review** enables the receiving school to plan appropriate provision for the child. This is where a meeting

between the school's SENDCO and the secondary school SENDCO takes place. Dates for these meetings are arranged in the Spring term.

Success criteria

It will sometimes be possible for children who have displayed signs of having Special Educational Needs and Disabilities, to close the gap which may have formed between themselves and their class peers. If this is the case, the child will be closely monitored until the class teacher and SENCO are satisfied that they no longer require extra support to access the National Curriculum. When the class teacher, parent/carer and SENCO are in agreement, the child may be removed from SEN support.

Roles and Responsibilities

People in the Process	Responsibilities
Special Needs Co-ordinator (SENCO)	<ul style="list-style-type: none"> ● To work with the Headteacher to oversee the provision for pupils with special educational needs within the school. ● To monitor and ensure that SEND planning and provision is effective. ● To monitor the progress of all those children with SEND in conjunction with the class teacher. ● To ensure that all school documents related to SEND are up to date, correct and accessible to the SMT. ● To implement and monitor clear whole school policies, systems and routines for communication between all relevant staff and SMT. ● To work closely with the teaching and support staff. ● To inform parents that SEND provision will/has been made for their child. ● To ensure that the daily management of SEND provision is effective ● To keep the Headteacher informed of all matters relating to the provision of SEND. ● To act as a link with external agencies/ support agencies. ● To act as a link with parents/carers.
SEND administrator	<ul style="list-style-type: none"> ● To maintain the school's SEND records. ● To work closely with the SENCO and the teaching and support staff. ● To liaise with parents/ carers, teachers and admin staff to ensure accurate timings are arranged for meetings required.
The Governing Body	<ul style="list-style-type: none"> ● To ensure that provision of SEND is of a high standard. ● To have regard to the Code of Practice when undertaking its responsibilities. ● To report annually to parents on the effectiveness of the school's SEND policy. ● To have in place a designated person who will: <ul style="list-style-type: none"> ➤ make sure that where it is known that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her. ➤ will notify parents when the school feels that their child has special educational needs. ➤ will have in place a strategy to monitor the school's SEND

	policy.
The Head Teacher	<ul style="list-style-type: none"> • To ensure that the management of SEND provision is effective. • To work closely with the SENDCO and the teaching / support staff. • To keep the governing body informed of all matters relating to its responsibilities for the provision of SEND.
The Class Teacher	<ul style="list-style-type: none"> • To be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them. • To organise the day to day provision for pupils with special educational needs within their class • To deliver the individual programme for each SEND pupil as set out in their Provision Map. • To develop Provision Maps for SEND pupils by seeking advice from the appropriate staff (if required) with the SENDCO and support staff. • To develop weekly Provision Records/class timetable for SEND pupils in their class. • To plan for and assess those children with SEND in their class. • To be accountable and responsible for the progress of those children with SEND in their class • To inform parents that SEND provision will be made for their child. • To act as a link with parents/carers.
Parents	<ul style="list-style-type: none"> • To work closely with the school in order to develop a partnership that will support SEND pupils. • To implement learning strategies and support at home where advice and support is given
Pupils	<ul style="list-style-type: none"> • To make pupils aware that they can be a partner in the delivery of their individual programme as set out in their Provision Map.

Admissions

At St. Joseph's School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

Admissions

Please see our admissions policy for further information:

<http://stjosephsgeorgerow.org/school-policies/>

Complaints Procedure

- Parents are always informed of any decision that is made with regard to a child's SEND and SEND provision. Those who have a grievance or complaint about the nature or amount of special needs provision that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. This should be in line with the school's Complaint Policy.

Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a fundamental role to play in the partnership between home and school as they have an exclusive overview of their child in different situations/contexts outside of school.

Pupils with SEND will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

Monitoring

Monitoring pupil progress is vital. P scales are monitored at the end of each term. Pupil progress is also monitored on each child's provision map at the end of each half term/term where the success of provision is evaluated by the class teacher. Provision records are also monitored through the year by the SENDCO / SEND administrator to ensure adequate and effective provision is in place for those children with SEND.

All monitoring is undertaken in line with the following school's policies:

- Monitoring policy
- Assessment policy
- Planning policy
- Performance Management policy

Evaluation and Review

A review of the effectiveness of the **SEND provision** will be undertaken by the Senior Management Team and reported to the governing body.

A review of the **SEND policy** document is undertaken every year. The SEND policy is a working document and is kept under constant review.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Inclusion policy
- Equality information and objectives
- Supporting pupils with medical conditions

Headteacher	Mr Coffey
Special Educational Needs and Disability Co-ordinator (SENDCO)	Mrs Clare Osborne
SEND administrator	Mrs Ablitt
Governing Body member for SEND	Claire Gillespie
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