

St Joseph's Catholic Primary School

SEND POLICY



'We are all God's children
and will try to live, love, work and
serve as Jesus taught us.'

Approved by the staff and Governing Body: 18 November 2015

Review Date: Autumn 2018

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Head Teacher Miss Louise Buxton has overall responsibility for Special Educational Needs and Disability in St Joseph's Catholic Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Mrs Tara Reeves. This person is a member of the Senior Leadership Team.

The person co-ordinating the day to day SEND (and disability) provision for children/young people at St Joseph's Catholic Primary School is: Mrs Tara Reeves.

The Governor with oversight of the arrangements for SEN and disability is: Mrs Nicki House.

This policy was developed in conjunction with teachers, teaching assistants, SENCo and SEND Governor.

AIMS AND OBJECTIVES

St Joseph's Catholic Primary School Mission states that the school aims to;

- to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;
- to provide an environment in which the dignity of each person as a child of God is recognised and developed; and
- to promote the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth.

These aims are for all those in our school community, including children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

At St Joseph's School, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs and abilities. We aim to raise the aspirations of and expectations for all children and young people with SEND. We provide a focus on outcomes for children and young people in addition to educational provision and support for pupils with SEND.

AIMS:

To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.

- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

OBJECTIVES

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator(SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Joseph's Catholic Primary School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. This information can be found on the school website and a copy can be requested from the school office.

The SENCo, Mrs Reeves, is the member of staff designated to support children from vulnerable groups (e.g., SEND, LAC, Pupil Premium etc).

ADMISSION ARRANGEMENTS

St Joseph's Catholic Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Joseph's Catholic Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Joseph's Catholic Primary School liaises with the local authority (or diocese), health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website. [<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/localoffer.page>]

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place.

- Physical environments (lifts, lighting, wheelchair access, acoustic tiling)
- Assistive technology
- Increased access to the curriculum and assistance during examinations (You may wish to refer here to your curriculum policy if it contains a SEND section)
- School transport
- Nurture Room
- Emotional Literacy Support Assistants
- Suspended ceilings in classrooms for better acoustics

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

St Joseph's Catholic Primary School's staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

- Pupil progress meetings where we will look at each child's needs.
- Teaching staff knowledge of the child.

- Progress and attainment data monitored by teaching staff at key points throughout the academic year.
- Monitoring progress through the use of SEN Support Plans which are outcome based.
- SEN Support Plan review meetings with parents, pupil and teacher.
- KS1 and KS2 Standard Assessment Tests (SATs)
- Where individuals have more complex needs, these needs may require more formal assessment by professionals from external agencies such as the Educational Psychologist, Paediatrician or Speech and Language Therapy Service. Parental consent is always obtained before a child is seen by an external agency.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the [child's] parents / carers must be informed that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND CHILDREN IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, St Joseph's Catholic Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed

appropriately, effectively and with good outcomes.

- We assess each child with SEND regularly through drawing on progress and attainment data and teacher assessment. This allows the class teacher and SENCo to ensure that intervention is effective and enabling the child to make progress. Assessment is reviewed regularly to ensure intervention continues to be matched to need. In some cases, involvement with external professionals may be required which is always done with parental consent.
- When a child needs SEN support then parents must be notified although they may already be involved in assessing need. The teacher will agree the interventions and support to be put into place with the parents and child. All members of the teaching team will be made aware of the child's needs.
- The teaching staff involved in working with the child on a daily basis will oversee any interventions and support and are responsible for the education of the child. The SENCo will support the class teacher with advice on implementation of support and further assessment as necessary.
- The effectiveness of support and intervention will be reviewed periodically to ensure that the impact can be evaluated and the next steps discussed with parents and the child for their implementation.
- Some children may require SEN Support Plans (formally IEPs). These plans focus on an outcome agreed with parents and the child and give information on how the school will work towards the outcome. The class teacher is responsible for maintaining and updating the plan with support from the SENCo on a termly basis. The SENCo is responsible for overseeing the review of SEN Support Plans and implementing new outcomes.
- Levels of provision for a child with SEN are decided on by adhering to the graduated response (as outlined in the Code of Practice 2014 sections 6.45 to 6.56).
- If a child makes less than expected progress after evidence-based support and interventions that are matched to need then the school will involve specialists from external agencies such as the Educational Psychologist or Paediatrician with parental consent and involvement in decision making. The SENCo is responsible for referring pupils to external agencies for assessment and support.
- In some cases, a child may need an Education and Health Care Plan (EHCP) needs assessment. After a child has taken action to meet a child's need using the graduated response and where external agency involvement has been necessary to support need but the child has not made expected progress, then the school will consider requesting an EHCP needs assessment. Parents and the child are involved in this process. More about EHCP needs assessment can be found at: <https://www.dorsetforyou.com/send-reforms>.
- Parents/carers and children are involved in planning and in reviewing progress. We will meet with parents on parent consultation evenings. Additionally, there may be additional meetings to discuss further issues if required. Parents/carers can always make an appointment to meet with the class teacher or SENCo to discuss any aspect of the child's education.
- Our school uses an information system to track and monitor the progress and attainment of all children in the school. We share this information with parents at parents' evenings, SEN Support Plan review and target setting meetings, any meetings involving the SENCo and in your child's end of year school reports. Details of SEN and interventions are recorded as part of this overall approach. The SENCo uses a provision map to monitor interventions and their effectiveness and to maintain an overview of children receiving interventions. It ensures that the school's core offer can be monitored and improved as necessary.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The provision for children with SEND is monitored and evaluated by the Senior Leadership Team of the school. The SENCo has responsibility for collecting data and evidence, talking to staff and pupils and also gaining parent/carer views of provision. The SEND Governor's role is to ensure that pupils with SEND have access to provision and to also monitor the support that is given to children.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

St Joseph's Catholic Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Joseph's Catholic Primary School is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the St Joseph's Catholic Primary School's policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

St Joseph's Catholic Primary School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

We prepare and support your child / young person moving to the next stage of Education in various ways:

- Pupils are prepared for moving on to another class. They have the opportunity to meet their new teacher prior to the end of the summer term. Teachers meet to discuss the learning and pastoral needs of every child who will be in their new class and to pass on information to the new teacher of their present class.
- SEN Support plans are reviewed at the end of each school year and new targets set for the new school year. Records of intervention are passed to the new teacher to ensure continuity of provision.
- In Year 6, much work is done on transition to secondary school. Additionally, at the end of the summer term, pupils attend their new school for a day to prepare them for the changes in September.
- At St Joseph's we ensure that transition for pupils with SEND happens as smoothly as possible. We contact the new school and meet with the SENCo to ensure that information relating to their education and support is passed on. We ensure that all SEN records are given to the new school. If necessary, parents of children with SEND can make an appointment with the new school to make an additional visit.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. Staff are able to access relevant CPD as required. Staff receive training from the SENCo and Special Education Needs Support Service specialist teachers to ensure that children with SEND can be identified and given the relevant support to enable them to learn and achieve.

The SENCO will provide information on specific needs for new staff.

Schools need to indicate where the SENCO will network for personal training.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN INFORMATION

St Joseph's Catholic Primary School presents its SEN information in three ways:

- i. by information placed on the school website which can be found on the school's website;
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

You can find the following policies on the school website:

- The SEND Policy 2015
- The school's SEN Information
- Link to Dorset's Local Offer website
- The policy for Supporting children at school with medical conditions
- The Accessibility Plan
- Equality information
- School Admissions Policy

ACCESSIBILITY

St Joseph's Catholic Primary School publishes its Accessibility Plan on the school website; this information can be found on the 'Policies and Forms' page of the website by clicking on the 'Our School' link on the school's webpage. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found via a link on the school's website by clicking on the 'Curriculum' link.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

St Joseph's Catholic Primary School publishes its Complaints Policy on the school website; this information can be found at <http://stjosephs.dorset.sch.uk/wp-content/uploads/2010/12/Complaints-Policy-for-St-Josephs-Catholic-Primary-School.2013updated-Dec-14.pdf>

REVIEWING THE SEND POLICY

This policy will be reviewed and updated every three years by staff and governors of the school. We will seek the views of parents and pupils on the effectiveness of the SEND Policy

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives