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St. Joseph's Catholic Primary  
School

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Special Educational Needs and  
Disabilities Policy

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Autumn 2018

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St Joseph's School Mission Statement

In following the Gospel values of Jesus, we are called to love, to learn and to respect one another.

**Key Personnel 2018-2019:**

**Principal: Mr A Carry**

**Vice Principal: Mrs J McCole**

**SENCo: Mrs J Rowley**

**Academy Committee Representative: Mrs M Smith**

## **Definition of Special Educational Needs**

The school follows the guidance contained in the Special Educational Needs and Disability code of practice: 0-25 years (2014).

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”*

Introduction section 13, Special Educational Needs and Disability code of practice: 0-25 years (2014).

*Children have a learning difficulty if they:*

- *have significantly greater difficulty in learning than the majority of children at the same age; or*
- *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 schools within the area of the local education authority*
- *are under compulsory school age and fall within the definitions above or would do so if special education provision was not made for them*

*Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.*

Section 312, Education Act 1996.

St Joseph's adheres to national and local Special Educational Needs and Disability (SEND) requirements and guidelines. For pupils with EAL please refer to the EAL Policy.

## **Principles**

*“The Gospel of life and the dignity of the human person it promotes should be experienced in the pastoral care, support and guidance given by the school to its pupils and the equal dignity with which those who have special educational needs and disabilities are befriended and treated, etc.”*

*A8.10 The Gospel of life and the dignity of the human person (Pastoral care, support and guidance)*

*CHRIST AT THE CENTRE, A summary of why the Church provides Catholic Schools, Rev Marcus Stock STL MA Director of Schools of Schools  
2005 Diocesan Schools Commission*

St Joseph's Mission Statement reflects this.

St Joseph's Catholic Primary School is committed to providing an appropriate and high quality education to all children who enter our school in accordance with the school's admission policy. We believe that every child should be valued as an

individual to be treated fairly and with consideration. This philosophy is at the heart of our treatment of children with special educational needs. They, like all other children, are entitled to a broad and balanced curriculum differentiated according to their needs. We will endeavour to exclude prejudice and discrimination and to foster an environment where all children can achieve and feel safe.

Our special educational needs policy aims to ensure maximum access to their education and all areas of school life.

### **Aims**

- ◆ We will ensure the culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- ◆ We believe that the best practice is for all staff to work cohesively to ensure that any child's special educational needs are assessed and identified early
- ◆ We aim to involve the children and families, where appropriate, in planning and in any decision making that affects them
- ◆ We will ensure confidentiality of information as appropriate
- ◆ We will provide support for, and work in partnership with parents/carer's and families
- ◆ We monitor and review progress and provision regularly
- ◆ Co-operation between all agencies is essential
- ◆ Individual Education Plans have clear specific targets, are accessible by all staff and reviewed termly
- ◆ The children at SEN Support who have been referred to the Learning Support Service for literacy and or maths have clear targets based on baseline assessments
- ◆ Education Health Care Plans are clear & detailed, specify monitoring arrangements and are reviewed annually.

### **The Role of the SENCo**

In line with the recommendations in the SEN Code of Practice 2014, The SENCo will oversee the day-to-day operation of this policy in the following ways.

- Overseeing the day to day operation of the SEND policy.
- Liaising with and providing advice and support to TA's and teaching staff.
- Managing Special Educational Needs staff.
- Coordinating the range of support available for children with Special Educational Needs.

- Monitoring and maintaining the school's SEND register.
- Overseeing the records of all children with Special Educational Needs.
- Supporting teachers with the writing of IEPs for children with Education Health Care Plans (EHCPS) and those who are at SEN Support.
- Contributing to the in-service training of staff and signposting to external training.
- Overseeing and maintaining resources for Special Educational Needs.
- Liaising with external agencies.
- Liaising with parents/carers of children with Special Educational Needs.
- Maintaining an up to date knowledge of SEND
- Maintenance and analysis of whole-school provision map for pupils with Special Educational Needs.
- Implementing a programme of annual review for all pupils with an Education Health Care Plan and complying with new requests.

In St Joseph's Catholic Primary School the SENCo is under the line management of the Vice Principal.

### **Class Teachers Duties**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistant and specialist staff.

Class teachers will differentiate for all pupils with Special Educational Needs by adapting the learning environment and the curriculum as appropriate. Such measures will include the increased use of visual aids; use of specialist equipment' and deployment of support staff; arrangement of furniture/ positioning of pupils within the classroom and presenting information in a way that is accessible for all pupils. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by teaching assistants under the direction of the class teacher, SENCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. Any additional intervention and support provided cannot compensate for a lack of high quality teaching.

### **Management**

#### Provision

The Academy Committee, Principal and SENCo are responsible for co-ordinating the educational provision for children with special educational needs.

#### Academy Committee's Responsibilities

The Academy Committee have a duty to do their best to secure that the necessary provision is made for any pupil who has special educational need.

The Academy Committee is required to appoint an Academy Representative with particular responsibility for SEND. The appointed Representative meets regularly with the SENCo.

The Academy Committee play an important role in ensuring that;

- They are involved in developing and monitoring the school's SEN policy.
- They are up to date and knowledgeable about the school's SEN provision.

## **Principal**

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including the provision for pupils with special educational needs. In conjunction with the SEND Academy Representative he will keep the Academy Committee fully informed. The Principal will also work closely with the school's SENCo.

## **Procedures and implementation of these links across the school**

The SENCo regularly meets with the Principal and Vice Principal attending half termly pupil progress meetings.

## **Admissions**

Admissions authorities must consider applications from parents of children with Special Educational Needs but with no EHC Plan on the basis of the school's published admissions.

For pupils with EHC Plans that the LA name, the school must grant admission.

## **Arrangements for disabled pupils**

We welcome all pupils and do our best to ensure that appropriate provision is made. Most areas of the school are accessible to wheelchair users and there are disabled toilet and shower facilities. Ramps have been installed to make the Infant playground more accessible for physically disabled children.

## **Safeguarding**

School has regard for the new DFE documentation 'Keeping Children Safe in Education' (2018) this is statutory guidance for schools when carrying out their duties to safeguard and promote the welfare of children.

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

All staff at St. Joseph's have a responsibility to provide a safe environment in which children can learn. For some children with SEND, in particular children with a physical or sensory need or an emotional and social need, a risk assessment may be required to ensure their safety. This is completed with information from parents, SENCo and class teacher and reviewed on a termly basis or when significant changes occur. All staff in school (teaching and non-teaching) are made aware of the risk assessment.

Where staff are concerned that a child with a special educational need is at risk, they must report it to the school's Designated Safeguarding Lead (Principal) or Deputy DSL (Vice Principal).

**Any** child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);

If staff have a concern, options will then include managing any support for the child internally via St. Joseph's own pastoral support processes; or an early help assessment.

### **Early Help**

If early help is appropriate, the DSL (or deputy) will generally lead on liaising with the SENCo and other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### **Record keeping**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing

### **Resources**

Funding is provided by the school to cover the cost of the non-class based SENCo. Most of the resources used by children having Special Educational Needs are available within the classroom. Additional SEN resources are available from the SENCo's room.

The school receives an allocation of funding from Dudley's Directorate of Education and Lifelong Learning to support pupils with Special Educational Needs and the school supplements this from additional sources e.g. Standards Fund within the school's budget to fully meet the needs of our pupils.

### **Identification, Assessment and Review**

Provision for pupils with Special Educational Needs and Disabilities is a whole school approach.

The usual continuous cycle of planning, teaching, assessment and review for all pupils takes into account the wide range of abilities, aptitudes and interests of all children and allows for the majority to learn and progress.

Clear procedures for identification are:

- Previous teaching records
- Current teaching records
- Key Stage SATs results

- QCA tests
- Cause for concern sheets
- Teacher assessments and observations
- Information from parents
- SENCO baseline assessments
- Staff discussions with SENCo and other colleagues

For pupils with Special Educational Needs the above process will need to be supplemented by providing more:

- Detailed monitoring and Individual Education Plan reviews
- Additional assessment materials
- Specialist expertise
- Opportunities for pupils and parents to be involved
- Interventions
- Individualisation of planning
- Frequent and detailed reviews of progress

### **The Graduated Approach**

For some children, a differentiated curriculum is not enough, and they require educational provision that is *additional to, or different from* that made generally for other children. In this case, a child will be recorded as receiving ‘SEN Support’ and parents will be formally consulted. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision and support is put in place and thus remove potential barriers to learning.

### **Assess**

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil’s views and where relevant, advice from external support services, will also be considered. During an initial meeting, any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustment, interventions and support that are required; the impact on the progress, development and the behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcome that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and make links with the classroom teaching. Further assessment of the pupil's strengths and weaknesses, problem solving and advice on the implementations of effective support will be provided by the SENCO.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the pupil and where necessary, their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan (EHCP)**

If a child has lifelong or severe and complex needs, which require very high levels of support and adjustments to be made for them, they may undergo an education, health and care needs assessment by Local Authority. This is often requested by school if needed, but can also be requested by a parent. A referral can be made where the complexity of a child's needs or lack of clarity around the needs are such that a multi-agency approach to assessing needs and planning provision and resources, if required.

The decision to make a referral for an education, health and care assessment will be taken at a progress review with parents and sometimes other agencies involved with the child.

The referral process will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, Health and social care about whether the child is eligible for an education, Health and care plan (EHCP). Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

## **Education, Health and Care Plans (EHCP)**

Following the statutory assessment process, an EHCP may be issued by the local authority. If it is decided that the child's needs cannot be met the support that is ordinarily available through the schools SEND budget. This legal document sets out description of the child's needs and what needs to be done to meet those needs by education, health and social care providers. The school and child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for pupil to be evaluated and, where appropriate, for changes to put in place, for example, reducing or increasing level of support.

## **IEPs**

Pupils who require additional SEN support will have an Individual Education Plan. Although these are no longer prescribed in the SEN Code of Practice 2014, we will continue to use them for the following reasons:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents that can constantly be refined and amended.
- Our IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”
- Our IEPs will be based on informed assessment and will include the input of outside agencies
- Our IEPs will specify how often the targets will be covered.
- Our IEPs will be clear about what the pupil should be able to do at the end of a given period.
- Targets for an IEP will be arrived at through:
  - Discussion between teacher and SENCo
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional
- Our IEPs will be reviewed three times a year by class teachers in consultation with the SENCo.

## **Curriculum**

In order that all children should have access to the curriculum, work is differentiated to meet individual needs. The needs of pupils with special needs are met by careful

differentiation within the classroom. Teaching styles, strategies and resources are varied appropriately.

Children may receive input on an individual or small group basis as appropriate for specific and targeted learning.

Peer tutoring is encouraged with reading and spelling partnerships established both within individual classes and across different age groups.

All children, including those with Special Educational Needs are praised and rewarded according to individual effort and ability showing that each child's "best" is valued equally.

Pupils can be withdrawn from class for targeted intervention programmes and evidence based interventions as appropriate. These interventions may be individual or small group.

## **Inclusion**

The Catholic faith permeates the whole life of the school and this concurs with the principles of inclusive education, which are:

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils.
- With the right training, strategies and support nearly all children with Special Educational Needs can successfully be included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the views of parents and children.
- The interests of all pupils must be safeguarded.
- Schools, local education authorities and others should seek to remove barriers to learning and participation.
- All children should have access to an appropriate education and provision that affords them the opportunity to achieve their personal potential, this maybe mainstream or specialist provision.

## **Complaints**

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents.

Any complaints will be dealt with in line with SNOMAC Complaints Policy.

## **In-Service Training and Continuing Professional Development**

INSET and CPD details are more fully described in the school development plan. All members of staff complete a report on training received which is kept by the Principal. An annual SEND training plan is in place.

## **External Agencies**

Effective action on behalf of children with special educational needs will often depend upon close co-operation between school, LEA, the health services and the social services department of local authorities. 'The Children's Act 1989 and the Education Act 1993, place duties on these bodies to help each other'.

St Joseph's works closely with the appropriate agencies to help children achieve their full potential. These may include:

- Dudley Learning Support Service (LSS)
- Dudley Counselling Service
- The Service for the Hearing Impaired and Deaf Children
- The Service for the Visually Impaired
- The Educational Psychology Service
- The Pre-school Special Needs Service
- The Education Welfare Service
- The Speech & Language Therapy Service, Occupational Therapy, and Physiotherapy Services
- The Mere Outreach Service
- CAMHS (child, adolescent and mental health service)
- Physical and Sensory Support Service
- Mentor Link

## **Parents**

All parents are welcome to discuss their child's progress at any reasonable time. Every parent receives an annual report and is invited to attend a parents' evening every term. In addition parents of children with special needs are invited to discuss their child's programme of work, progress and future targets at reviews. The SENCo is available at parents' evenings during the year to meet with parents.

All staff will actively work with parents of pupils with Special Educational Needs to enable and empower them to:

- Understand the SEND framework
- Be fully informed of the school-based response to their child's Special Educational Needs
- Have knowledge of their child's entitlement within the Special Educational Needs framework
- Make their views known

- Have access to information, advice and support
- Recognise and fulfil their responsibilities

Parents must always be informed when a teacher first identifies that a child has Special Educational Needs.

In our school we endeavour to communicate positively with parents by:

- Using parental knowledge
- Focus on the child's strengths as well as areas of weakness
- Recognise the personal and emotional investment of parents
- Ensure parents understand the procedures
- Respect differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have
- Recognise the need for flexibility in the timing and structure of meetings.

### **Transition Arrangements**

The SENCO has close links with Little Stars nursery; a meeting is held in the summer term to discuss any children identified with SEND so that provision can be put in place in the September of the year of entry.

St Joseph's also has close links with Hagley Catholic High School to which the majority of our children transfer at the age of eleven. Liaison between the SENCo for Hagley Catholic High School and the Year 6 teacher in consultation with St Joseph's SENCo ensures provision continues.

In support of these arrangements the following additional information and documentation is provided by the SENCo to the receiving school for pupils with Special Educational Needs:

- Individual Education Plans/ reviews
- EHC Plans / reviews
- Assessment details
- Reports from outside agencies/ school reports

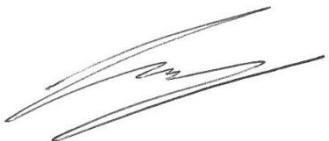
For pupils with an Education Health Care Plan a transition review will take the place of the annual review in **Year 5 or early in Year 6**. This review aims to give clear recommendations as to the type of provision the child will require in future years. The child's statement can then be amended appropriately.

Policy completed: May 2016

Policy Reviewed: October 2018

Policy adopted:

Signed (Principal):

A handwritten signature consisting of several slanted, overlapping lines.

Signed (Chair of the Academy Committee): \_\_\_\_\_