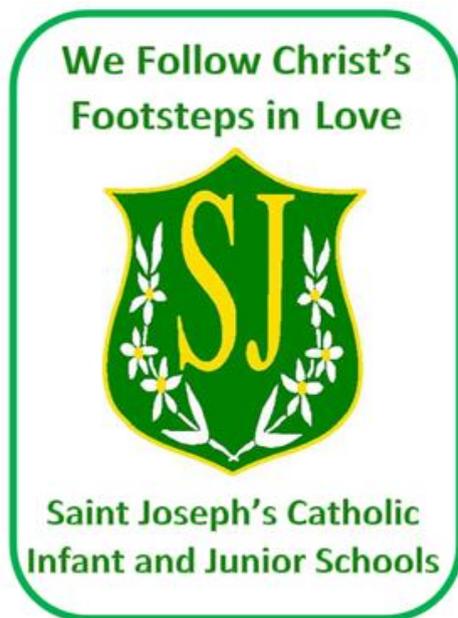


ST. JOSEPH'S CATHOLIC INFANT & JUNIOR SCHOOLS



SEND Policy (2019)

God has created each person uniquely and we all have equal rights.

At St Joseph's Catholic Infant & Junior Schools each person is valued; we have respect for ourselves and others. Our aim is to ensure that every child has access to a broad and balanced curriculum in order to be prepared for the many challenges of our diverse world.

The new Code of Practice (2015), Children's and Families Act 2014, Disability Act 2001, The Special Educational Needs and disability regulations 2014, The Special Educational Needs and disability (personal budgets) regulations 2014 and Equality Act 2010 are reflected in our policy. We believe that:

- A child with SEND should have their needs met, in mainstream schools or settings;
- The view of the child will be taken into account;
- The views of the parents/carers will be taken into account;
- Parents have a vital role to play in supporting their child's education;
- Children with SEND will be offered full access to a broad and relevant education including the EYFS and the National Curriculum;
- All pupils are entitled to experience success.

We believe in early identification of difficulties and appropriate intervention to give all children the best possible education to enable them to reach their full potential. Each child is under the immediate care of their class teacher. Should any child be experiencing educational, emotional, social, behavioural or physical difficulties, these will be brought to the attention of the SENDCo or Head teacher/SLT.

Children with SEND in our school are catered for within a caring, supportive environment. We have a whole school approach to SEND; all teachers are teachers of children with special educational needs.

We believe in creating a partnership between parents and the school; together with specific expertise from support agencies external to the school all parties should combine to ensure every child achieves their full potential.

The staff and Governors of our school believe that all children have the right to a broad and balanced curriculum. Children whether gifted or under-achieving are treated with respect and sensitivity by all members of the staff.

There is a named SENDCo, SEN Link Governor, and Child Protection Officers in our school.

Definition of Special Educational Needs (SEN)

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early.

(SEND code of Practise, 2015)

Areas of Need

There are 4 areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

When a child is identified as SEND, they will be recorded upon the Special Educational Needs & Disabilities Register with one main area of SEND and then any another area as deemed necessary by the class teacher and SENDCO.

Procedures

The school follows procedures which are in line with the SEND 0 – 25, Code of Practice (2015). These procedures are fully operational.

The stages of intervention are:

- Initial concerns (non-statutory but continued within the school)
- SEN Support
- Education, Health and Care Plan

Special Educational Provision in school

Class teachers are responsible and accountable for the progress and development of all children in their class including the SEND children. This also includes where children access additional supports from teaching assistants or specialist services (i.e. Hearing impairment).

High quality teaching that is differentiated for individual pupils is the first step in responding and supporting children with SEND. If concerns still persist then additional relevant provision will then be put into place.

Identification of SEND

Class teachers use their professional judgements, observations, tracking of data and any other relevant procedure to identify if a child has SEND. Once they have identified concerns they should speak to the SENDCO and parents/carers immediately. If concerns still remain then an initial concerns form should be completed and shared with the parents/cares. This form identifies the area of difficulty and over a short time frame 4-6 weeks will assess the child's progress against targets put in place by the teacher. At the end of the timeframe a meeting is called with the class teacher, parents/carers and SENCO (if necessary) to discuss the findings. At this point children may be taken off initial concerns, a second concerns form completed with new objectives or the child put onto the SEND register. If it is decided the child is to be put onto the SEND register, this will be explained to the parents and a letter signed by both the parent and class teacher. After being placed on the SEND register, this child will now receive Individual Education Plans (IEP's) each term.

Initial Concerns

A comprehensive Assessment Policy and timetable are in place. Children who are under-achieving are identified and monitored for SEND. The tracking of Development Matters age related expectations within the EYFS will identify children who need help and these will be targeted for extra support. On-going teacher assessment and target setting is a valuable tool.

Some children have specific difficulties in certain areas of the curriculum and have short term needs which need to be addressed.

In their case the class teacher will:

- Discuss the child informally with colleagues especially the SENDCO and any previous teacher or assistant.
- Use data to gain more information. These can be previous records, reading / numeracy tests, work samples or standardised assessment results e.g. QCA or NFER
- Discuss the child with the parents. If necessary, record on Initial Concerns Sheet.
- The class teacher makes suggestions of how best to support the child at school and home.

SEN Support.

After initial concerns if the teacher now feels extra support is required the child will be put onto the SEN register with a letter signed by the parent to inform them and the child placed onto SEN support. This begins in school, based on the school's own resources. Initially support at this stage can take the form of:

- Support from Class teacher.
- Support from teaching assistant.

The IEP's are discussed with the parents during the SEND Review, and a review proforma is completed outlining all matters discussed.

The child should as far as possible be involved in setting their own targets. The COP places much greater emphasis on the children and the parent's voice and being involved at all stages.

The review of the IEP is the responsibility of the class-teacher and any other adult working with the child, with advice from the SENDCo if required.

If school feel that the child has not made sufficient progress, then advice will be sought from an external agency. A referral will be made, in consultation with the Parents. The support from the external agency may be in the form of direct teaching or therapy, specific advice, or provision of extra equipment. The recommendations from these external procedures will then be formulated into the child's IEP targets.

The IEP will be reviewed at least three times during the academic year during a SEN Review meeting. Parents, teachers, teaching assistants and children will meet together to do this, with advice from the SENDCo if required.

Education, Health and Care Plan (EHCP)

In a small number of cases the school or parent may feel that a Statutory Assessment is necessary to request for extra resources, funding and support for a child. The SENDCo will then request an Assessment. The SENDCo, class teacher and other agencies involved will compile a statutory assessment request

The SENAS service within Brent LA will then decide whether or not to issue an Education, Health and Care Plan. The plan will clearly set out ways of supporting the child, and the plan will be reviewed annually.

Children and their parents/carers with EHCP will also be invited to a transition meeting at the end of the year, to meet the new class teacher and provide a comprehensive handover of information regarding the child's needs.

The EHCP can be awarded to a child/adult from the ages of 0-25. It also encompasses not only education but also health into the discussions giving a whole package to children whose needs meet these criteria.

If the parents/carers decide to move towards a personal budget, the school will work with the parents/carers to give them advice on how this could be spent.

Schools Offer.

As part of the Code of Practice (2015), each school must list its offer. These are the services it provides in its provision towards its SEND. This is shown on both of the schools websites under 'Schools Offer'. Both of the schools offers, then contribute towards the local authorities offer. There is a link to the local offer shown on our website.

(www.sjinf.brent.sch.uk and www.sjjnr.brent.sch.uk)

Local Offer.

As part of the Code of Practice (2015) each local authority has to produce its local offer. These are the services that it provides to the SEND. These are a combination of the schools local offers as well as other services only the local authority provides. The local offer is able to view on the Brent website. The link for this is available on both of the schools websites.

Annual SEND Report.

Each school as required in the Code of Practice (2015), will produce an annual SEND report. This report will be displayed near the end of each academic year on each of the schools websites.

Assess/Plan/Do/Review Cycle.

This cycle is an important part of the SEND provision in school. The class teacher in partnership with the SENDCO and teaching assistants work together to assess the child. This is looking at all the information we have about them and taking into consideration information provided by the parents/carers.

The class teacher/SENDCo then plans the interventions that need to be put into place to remove the barriers to the child's learning.

The class teacher who remains responsible for the child then working in association with others then completes the targeted interventions.

The review cycle then allows us to evaluate the effectiveness of the intervention by looking at the impact versus the cost of this programme as well as other factors.

Behaviour Plans.

Some children who are SEND within the Social, emotional and mental health difficulties area we provide behaviour plans for. These children do not find making the best choices as easy and sometimes need targets/reminders to help them make the best choice. The behaviour plan, consists of maximum of 3 targets designed to help the child remember how to act/behave in and around school.

The role of the SENDCo

The SENDCo is responsible for:-

The day-to-day implementation of the SEND policy, which includes:

Overseeing the records of all children with SEND;
Co-ordinating provision for children with special educational needs;
Liaising with and advising fellow teachers and giving support to colleagues;
Supporting LSA's and other support staff and the co-ordination of their timetables;
Contributing to the in-service training of staff;
Liaising with and supporting parents of children with SEND;
Contributing with external agencies and representatives of the LA including SEND Officers;
Monitoring and co-ordinating review procedures;
Liaising with the Inclusion Link Governor and where necessary the Governors' SEND Committee;
Attending Meetings and disseminating information to the school staff;
Managing the creation and review of termly IEP's;
Tracking the progress of SEND children;
Completing observations as necessary to help the class teacher in strategies to support children and for identification of children with additional needs;
Liaising with the class teachers / external agencies with regard to the writing of IEPs;
Implementing and reviewing the recommendations from outside agencies;
Review and implement changes in SEND (new code of practise changes);
Creation, implementation and review of the Schools offer;
Analyse effectiveness of interventions;
Deployment of Teaching Assistants (TAs) and Learning Support Assistants (LSA's);
Ensure the website is up to date with the latest SEN documents and procedures;
Annually review the SEND & inclusion policy;
Make recommendations to SLT about future needs and developments of the area
Annually create the action plan, identifying the targets we are aiming to achieve;
Ensure the Link Governor is kept up to date on the latest developments;
Complete an annual report to the governors, giving the successes and challenges we have faced over the school year.

External Agencies

The schools works closely with the following agencies:

- SENAS Officers (SENAS)
- Educational Psychologists (EP's)
- Clinical Psychologists within the Brent Child and Family Mental Health Service (CAMHS)
- Brent Primary Behaviour Support Service (PBSS)
- School Nurse
- Speech and Language Therapist (SALT)
- Occupational Therapists (OT's)
- Physiotherapists
- Education Welfare Officers (EWOs)

- Contracted Speech and Language Therapists (C-SALT)
- Brent Outreach Autism Team (BOAT)
- Brent Deaf & Hearing Impaired Service
- Brent Visual Impairment Service

The role of the Governing Body

The Governing Body, together with the Headship Team determines the school's general policy for SEND, which includes resources and provision for children with special needs. Funding arrangements and staffing will be agreed and established by the Governing Body. A Governor has been appointed to take a particular interest in and monitor the school's work on behalf of SEND pupils.

Inclusion

All the children with difficulties whether these difficulties are physical, behavioural or academic, are integrated and included in school life as much as possible. This includes all areas of the curriculum and social activities, such as assemblies, PE, lunchtime, playtimes, after school clubs, outings and visits.

We are striving to make St Joseph's accessible to disabled children and adults, including the provision of ramped doorways, levelled access to outside areas and accessible toilets.

The school provides access to the curriculum in various ways. Teaching staff use a variety of strategies to cater for all learning needs. These may include small group work within the classroom, differentiation of the curriculum, reward systems and individual or small group work with additional adult support inside or outside of the classroom.

Admission Arrangements

The Governing body complies with the DSCF requirements on the admission of SEND pupils. Admission arrangements for children with an EHCP are dealt with and allocated by the local authority, subject to the school being able to meet their needs.

If it is known that a child due to join our school has SEND, the SENDCo and Head teacher will contact the current setting and arrange a transition meeting to observe and meet the child and parents, in order to obtain as much information about the child's needs as possible.

Evaluating successes

The criteria for measuring the success of Inclusion at our School are:

- All children taking part in all areas of the curriculum
- Early identification of SEND
- The child is making progress against targets
- The child is happy and needs are being met.
- Improved behaviour where behaviour is an issue.
- Barriers to learning are removed or significantly reduced.
- IEP targets are relevant to the child, discussed and targets set in child friendly language.

The Executive Head Teacher, SLT, Governing Body and SENDCo will monitor the implementation and success of the SEN and Inclusion Policy by the monitoring of planning, lesson observations and individual work with pupils.

Review

This policy reflects the consensus of opinion of the whole school staff (Teaching and support staff) and is written in conjunction with the Revised Code of Practice and guidelines provided by the LA.

It will be reviewed regularly to reflect:

- Changes in personnel and their roles and responsibilities.
- Changes in budget.
- Changes to the building. This will apply directly to internal and external features.
- Changes in local and national policy
- Targets set by the school.