

# St. Joseph's Catholic Primary School

## SEND Policy



### Mission Statement

At St Joseph's we welcome all as members of our school family.

We learn and care for each other as brothers and sisters; enriched by the teachings of Jesus.

We encourage Creativity; valuing our unique talents and skills as gifts from God.

Working alongside pupils and parents\*/carers, we can all succeed and realise great things.

Serving the communities within the Parish of St Joseph's and St John the Baptist and beyond, we reach out to all.

We respect each other, our different cultures and faiths celebrating our richness and diversity.

Through worship and prayer we show our love; striving to achieve our very best.

## Introduction and Definition of Special Educational Needs

At St. Joseph's we recognise that there is a wide spectrum of special educational needs and that they are sometimes inter-related.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

Special educational needs can range from those that require short-term intervention to those that continue throughout a pupil's education.

A child has special educational needs if they have specific need which requires special educational provision to be made for them.

A child has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age and are operating significantly below national age related expectation in reading, writing or maths.
- Have a disability, which prevents or hinders the child 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
- Have behavioural, social or emotional problems that create barriers to their learning or the learning of other pupils.

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

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 schools maintained by the LA, other than special schools, in the area.
- The needs of all pupils who have Special Educational Needs, either throughout, or at any time in their school career, will be recognised and addressed at the earliest opportunity.
- Pupils will have the greatest access possible, to a broad and balanced education, with maximum possible access to the National Curriculum, including extra curricular activities.
- We will work to establish effective partnership between parents and their children, the school, the LA and other outside agencies.
- We will provide an equal opportunity for every child identified as having Special Educational Needs regardless of gender or ethnic origin, in line with the school's "Equality Policy".
- That all INA.'s (Individual Needs Assistants) will receive appropriate training to equip them to perform their role effectively.
- To provide INSET and ensure staff can develop their expertise in teaching children with Special Educational Needs.
- To work in co-operation with appropriate professional and support agencies.

It should be noted that SEND reforms came into practice in September 2014. This is called the New Code of Practice and it replaces the old threshold of children on School Action/School Action Plus under one umbrella called SEN Support, The level of support is determined by the level of need required by the child. The old style Statements are replaced by the EHCP (Educational and Health Care Plan.)

## **Roles and Responsibilities**

Mrs Alison Childs is the designated SEN Governor. She will meet with the SENCO termly to discuss all aspects of Special Educational Needs.

The school's policy on SEN is available to parents.

**The Head Teacher** has responsibility for the day-to-day management of all aspects of the school's work, and will keep the governing body informed.

**The SENCO** working closely with the Head teacher, has responsibility,

- For the day-to-day operation of the schools SEN policy;
- Coordinating provision for children with SEN;
- Liaising with class teachers; managing Learning Support Assistants;
- Overseeing the records of the children with SEN;
- Liaising with parents
- Contributing to INSET - training of staff;
- Liaising with outside agencies including LA support agencies, Educational Psychology Service and Health Services.

**The class Teacher** is responsible for:

- Teaching the range of pupils within their class effectively across the curriculum areas
- Identifying a child's SEN and writing, reviewing and assessing Individual Learning Plans
- Implementing special arrangements to meet the child's needs
- communicating with parents with regards to their child's progress or any concerns and actions to be taken
- Informing colleagues and those concerned with the child of any information imparted by the parents pertaining to the child's progress.
- Informing INA's of any individual programmes implemented.
- Organising and planning INA time in class to support children with SEN.

**The Individual Needs Assistant (INA)** is responsible for;

- Liaising with and supporting the class teacher in the implementation of Individual Education Plans
- Recording progress of children on I.E.P. targets
- Taking part in any training necessary to develop own understanding of working with pupils with SEN.

## **Admission**

Admission arrangements and criteria are set out in the schools prospectus. We, as a Catholic school, would aim to admit all children with Special Educational Needs who would benefit from attendance at the school; so far that is reasonably and practical and compatible with the efficient education of other children in the school and use of resources.

## **Special Units/Specialisms**

At St. Joseph's there is no specialist provision within the school but the staff are experienced with working with children with SEN. We do not have any Special Units at St Joseph's (Special Units are designed to meet particular needs e.g. therapy units or hearing impairment unit)

## **Special Facilities**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

## **Identification, Assessment and Provision**

At St. Joseph's Catholic School we follow a graduated response that encompasses strategies to support children who have special educational needs.

The school maintains a record of all pupils who have Special Educational Needs, and this is regularly reviewed.

Information is gathered from a range of sources in order to identify pupils.

## **Early Identification**

The needs of pupils are evaluated through a range of indicators:

- The pupils' performance as monitored by the class teacher through ongoing observation, assessment and target setting.
- Concerns by parents/child and outside agencies and take account of any information that they provide.
- The outcomes from baseline assessments.
- Progress against the objectives specified in the Maths and English National Curriculum Strategy Frameworks.
- Performance against age related expectation within the National Curriculum.
- Standardised screening or assessment.

When a pupil is not progressing satisfactorily class teachers are expected to consult the SENCo. Strategies and interventions within the class will be reviewed to determine whether the pupil requires help over and above the differentiation normally available in the class.

Whilst early identification is a priority at school, needs may be identified at a later stage using the strategies above.

Discussion between all parties involved will result in the school taking action according to the SEN Code of Practice.

For children to be identified for an Education Health Care Plan (EHCP) there is an expectation that most would be receiving support from outside agencies for at least 2 terms. The need for an EHCP will be determined through consultation with the school's Educational Psychologist.

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**Review June 2019**

The decision to assess for an EHCP and to issue one rests with the LA.

### **Action and Monitoring according to the Code of Practice**

All children have differing needs, whether or not they are placed on the school's record of SEN. There is an expectation that teachers, through their planning and delivery, will differentiate for the majority of individual needs in the classroom, and retain lead responsibility for the differentiation for pupils identified as having SEN.

A child would be placed on the SEN register if they;

- Made little or no progress even when teaching approaches are specifically targeted to address their identified needs
- Show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas; working below age related expectations.
- Present persistent emotional or behavioural difficulties which are not ameliorated by our school behaviour management techniques
- Have sensory or physical problems and do not make progress despite the provision of specialist equipment
- Have communication and/or interaction difficulties and do not make progress despite the provision of a differentiated curriculum

Course of action will include;

- Discussion with parents often during parent's evening
- An IEP, outlining proposed support and intervention.
- Additional support from within the school

We will give careful consideration when referring a child to an outside agency when, despite receiving an individualised learning programme and/or concentrated support, the child;

- Continues to make little or no progress in specific areas over a long period
- Continues working at a standard substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy or numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or those of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At this stage an external specialist may act in an advisory capacity, provide additional specialist assessment or direct teaching for the pupil.

This specialist expertise will guide the SENCo and class teacher in their planning for the special educational interventions and provision required to address the specific individual needs of the pupil. A new IEP will set out fresh strategies for supporting the child's progress. As far as possible the IEP will be implemented in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Children with an EHCP will have the level of support from an INA which will be determined when the IEP is initially drawn up and/or reviewed. It will be based on the individual needs of each child. They will have;

- An IEP
- Additional support from within the school, usually additional INA support
- Involvement of an outside professional support service.
- Annual review of their needs and the impact of provision
- Anything additional determined by the provision in the EHCP.

### **Individual Education Plans (IEP)**

The IEP is the key working document which outlines the provision and objectives for children with SEN and used by class teachers and teaching assistants

These will only record provision that is in addition to or different from the differentiated curriculum plan which is in place as part of provision for all children. IEP's may include information about;

- The short term goals set for the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

Individual Education Plans will be reviewed at least once a term. They will be reviewed more frequently if required.

The review is an important part of the planning process and the school will involve pupils, parents, assistants, teachers and anyone else involved in working with the child.

A copy of the proforma used for individual education planning is included in the appendix.

### **Resources**

SEND Policy. Adopted June 2018. TBA by Governors June 2018. **Agreed.**  
**Review June 2019**

The overall level of funding for SEN is delegated to the school by the LA and is identified in the school budget statement.

The responsibility for determining the amount of resource for SEN lies with the school governors who will seek advice from the headteacher and SENCo.

The resources for SEN are used to provide teaching assistants, specific training on SEN and specialist resources. The costs of SEN co-ordination are met from the main school budget.

The SENCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff.

### **Access to National Curriculum**

All children at St. Joseph's Catholic School follow the National Curriculum for their age group. Pupils identified as having SEN should, as far as possible, have access to the curriculum for their age group, but will have scaffolding and support to help them to access it.

Consistent with the Local Authority's guidance on the inclusion of pupils with Special Educational Needs, teachers plan their lessons to take account of the full range of pupils' learning needs. For a small number of pupils, the school may provide specialist equipment or adapted curriculum in small groups, with either specialist outside help or programmes delivered by school staff. For either provision, which will form part of the child's Individual Education Plan, the aims are:

- To monitor progress more closely and ensure individual objectives are met.
- To accelerate pupil's learning in a particular area, and so enable them to access the curriculum appropriate to their age.
- To provide learning opportunities which would not normally be appropriately delivered in the child's classroom.

### **Monitoring of the SEN policy**

Evaluating progress is an integral part of the SEN process

The SENCo checks that all children with possible SEN have been identified and are currently placed on the school's record of need. This is done through assessment, by regular informal discussions with staff on a day-to-day basis and termly pathway meetings.

The record of needs is updated termly and movement of pupils is tracked by the SENCo.

A yearly SEN audit is carried out by the SENCo and details are passed onto the LA for external monitoring purposes through the school census.

Progress of individual pupils is recorded on the IEP evaluations three times a year.

Timetables for teaching assistants are evaluated twice a year to ensure that support is being correctly placed. Where needs demand, individual pupils may be allocated additional support more frequently. This may or may not be part of the existing pool of assistants available in the school.

### **Parental complaints regarding SEN**

If any Parent/Carer has concerns, or wishes to make a complaint regarding their Child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with SENCo - if conflicts cannot be resolved the Headteacher should be involved.

If there are still unresolved issues, parents should consult the school Complaints policy.

At any point the parent may wish to contact Amaze, Brighton & Hove's parent partnership organisation for advice.

### **In-service Training for Staff**

All staff in the school will be provided with general or specific training on meeting the needs of SEN within the classroom. This will be written into the School Development Plan.

The SENCo is aware of all relevant courses relating to SEN. All staff to have access to this information and the SENCo to advise as necessary.

Attendance on courses is related to the needs of school, and individual pupil's needs and decisions about staff development are based on this.

All staff will have access to training, including teaching assistants. Whole school training on SEN will include teaching assistants.

Occasionally specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil, in the first instance. Much of this training will be delivered in-school, by specialist services working with particular pupils.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEN.

### **The use made of Teachers and Facilities from outside the School, including links with support services for Special Educational Needs**

The school has positive links with many outside agencies which support the learning and development of the children in our care and they include;

The school nurse	<b>Marcela Ely</b>
The educational psychologist	<b>Claire Chapman</b>
The ASC Service (Autistic Spectrum Condition)	<b>Allison Burgin</b>
SALT (Speech and Language Therapists)	<b>Tamsin Turnbull</b>
Community CAMHS	<b>Samantha Selway</b>
FDFP (Front door for families – safeguarding and early help)	<b>Gill Hibbert</b>

The Seaside View Child Development Centre

YAC (Youth Advice Centre)

Pre SENs

Downsview Outreach – **Rachel Macdonald-Taylor**

### **Involving Parents**

St Joseph's Catholic School will endeavour to ensure that all parents/carers are fully informed of any special educational need their child may have.

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools. This is important in enabling children and young people with SEN to achieve their potential.

Parents hold key information and have a critical role to play in their children's education. They have knowledge and experience to contribute to the shared view of a child's needs. We actively seek to work with parents and value the contribution they make. All parents of children with special educational needs are treated as partners. We expect parents to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Be informed by the school of their child's placement within the SEND framework
- Have the opportunity to make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

To help in this support the LEA recommends the local parent partnership service AMAZE.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with schools we expect parents to:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- Fulfil their obligations under home-school agreements which set out expectations of both sides.

This is usually done through:

- Parent consultations (informal or formal)
- All agencies
- IEP (termly)
- Annual Reviews

However they need to be aware that

- The school will listen to the parent's concerns. The SENCo has a drop in policy and where the parent cannot be seen immediately a meeting will be arranged.
- The allocation of resources need to be balanced in relation to the need of the individual and the wider school population
- The greater the need, the greater the resources. This is in line with the LA recommendations.

### **Links with other schools**

Links with other schools, including special schools and arrangements for transition to other schools and beyond school.

At transition stages consultations are held between our school and feeder school/services and secondary placements.

Professional liaison takes place as required to ensure a smooth transition.

There is an agreed recording system for SEN children and these are kept by the SENCo and are made available to the transition liaison teachers. These records are forwarded to the appropriate schools.

Any child with an EHCP transferring to another phase has a statutory review in the Autumn Term to re-evaluate their needs and to establish an appropriate placement. Some children with particular needs, usually moderate or severe difficulties with cognition and learning, may benefit from outreach support which will be negotiated with an appropriate special school.

### **Pupil Participation**

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate at Brighton and Hove reflects the child's evolving maturity. Children with SEN have varying levels of maturity which are not always consistent with their age.

St. Joseph's Catholic School has many opportunities for all children to participate in decision making and taking responsibility, including the school council and classroom responsibilities. For children with SEN, we aim to involve the child in understanding their difficulties, and what they need to do to overcome them. We also encourage children with SEN to make choices about targets and other elements of the SEN process, facilitated by an adult when necessary. Children with EHCP are given the opportunity to contribute to their annual reviews.

### **Evaluating Success of Policy**

This policy will be reviewed on an annual basis. The process of review will involve the SENCo, the SEN Governor and the Headteacher. Review of the policy will take into account:

- The progress made by pupils with SEN at the school
- The success of the school at including pupils with SEN.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

Further information on the kind of support we offer at St. Joseph's can be found on the School's website in the Local Offer.

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- \*Section 576 of the Education Act 1996 defines 'parent' as:
- All natural parents, whether they are married or not
- Any person who, although not a natural parent, has parental responsibility for a child or young person
- Any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of what their relationship is).

Senco – **Pippa Davies**

Senco Assistant – **Rebecca Hill**