

St Joseph's Catholic Primary School

Special Educational Needs and Disabilities Policy



‘Walking in the footsteps of Jesus, loving and serving together’

At St. Joseph's Catholic Primary School, we believe in providing every possible opportunity to develop the full potential of all children whatever their needs or disabilities. All children have the right to an inclusive, broad, balanced and relevant curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. We believe in providing every possible opportunity to develop the full potential of all our children, within a supportive, secure and stimulating environment.

Definition of Special Educational Needs (SEN)

“Children have a special educational need if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of 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 school.”

Code of Practice (2014)

Special educational provision means

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the Local Authority, other than special schools in the area”.

See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p.6.

Aims

It is our policy at St. Joseph's to identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made to ensure good progress and raise attainment. It has been agreed by staff and governors that every attempt will be made to achieve for children with special needs:

Objectives

At St. Joseph's we promote a happy, relaxed learning atmosphere with a positive emphasis on good work. The environment of the school enables children with special needs to feel safe and secure.

The objectives of our policy are:

- To identify and monitor children's individual needs at the earliest possible stage so that their attainment/achievement is raised; (including links with Early Years settings)
- To plan effective intervention and support and a curriculum that meets the needs of children with special educational needs such as in our Provision Map and where necessary ensure that the targets set on My Plans are specific, measurable, achievable, realistic and time (SMART) related.
- To involve children and parents in the identification and review of targets identified in One Page Profiles/My Support Plans or My Plans.
- To work in close partnership with, and involve, parents/carers of children who have special educational needs or disabilities.
- To support children's emotional well-being so that they can become independent and successful learners.
- To provide high quality teaching to meet the needs of children with SEND with a focus on inclusive practise and removing barriers to learning. Ensuring that all who are involved with the children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Roles and Responsibilities for Managing SEN at St Joseph's-

The Role of the Governing Body

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;

- SEND provision is an integral part of the School Improvement Plan;
- The quality of SEND provision is continually monitored;
- The school takes all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided but he school for its pupils or in relation to exclusions from the school.
- No disabled child is treated less favourably than another child.

Role of Special Needs Coordinator (SENCO)

Currently the SENCO is Miss Rachel Soper who is responsible for co-ordinating the provision of SEN throughout the school. This will involve:

- Day to day operation of the SEN policy.
- Providing advice to staff supporting, liaising with them and where necessary helping to complete One Page Profiles and My Support Plans.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and maintaining specific resources for SEN.
- Liaising with other professionals through outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person.
- Co-ordinating the range of support available to children with SEN and mapping this support on a provision map.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Managing teaching assistants and co-ordinating their training.

The Head teacher will:

- The designated teacher with specific child safeguarding responsibilities.
- Designated person responsible for managing pupil premium funds and Looked After and Adopted Children.
- Liaise with governors.

The class teacher should be:

- Aware of the school's procedures for identifying, assessing and making provision for children with special educational needs (WGRSS)
- Integrate all children fully into the class routines;
- Plan work according to the children's differing needs and abilities;
- Ensure that their classroom is a conducive learning environment;
- Working with the child to set targets for progression on My Support Plans;
- Record intervention and progress on a termly Class Support Plan;
- Review and record progress and share this with parents/carers and the child;
- Pass on any information to the next teacher/school.

Identification and Assessment Arrangements and Review Procedures

The school follows the guidance in the Special Educational Needs Code of Practice (2104). This recommends a graduated approach. The code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

The four broad categories of need

Communication and interaction: Children may have difficulty saying what they want to, understanding what is being said to them or they may not understand or use social rules of communication.

Cognition and learning: This category covers a wide range of needs including moderate, severe, profound and specific learning difficulties. It also encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. In addition, some children may learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties: Children can experience a wide range of social and emotional difficulties that may present themselves as withdrawn or disruptive behaviour, attention deficit disorder or attachment disorder.

Sensory and physical needs: Some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided.

A graduated approach to SEN Support:

At St Joseph's teachers are responsible and accountable for the progress and development of all the pupils in the class, including where pupils access support from teaching assistants. Where possible we try to meet every child's needs within the classroom through ensuring high quality first teaching in our school. It is the role of the class teacher to provide personalised teaching aimed at promoting good outcomes for all children. However, where, through careful identification we or the parents/carers determine that a child is making inadequate progress the class teacher will consult the SENCO and will jointly review the provision. However, if a child is not making adequate progress or has additional needs, we will assess the pupil using the Wiltshire Graduated Response to SEND Support (WGRSS) and use the outcomes in order to decide whether the child needs further provision at SEN Support Level.

What do we do if a child is not making expected progress?

Where through careful identification and assessment, the school in partnership with the parents determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Working alongside the child and parents a One Page Profile will also be drawn up. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school, the child will be placed on the SEND register.

Support through the Provision Map

Additional support will be put in place aimed at promoting good outcomes for the child. Targeted interventions will be monitored and outcomes recorded for additional intervention a child is receiving. This provision map, its outcomes and pupil progress is evaluated regularly by the class teacher, with the support of the senior leadership team and the head teacher.

Support through the My Support Plan

If a child's progress continues to be a cause for concern, a My Support Plan will be drawn up; this will document in detail a child's needs in all areas. Clear outcomes will be set, alongside children's needs and how best to support them. Where children's needs are high, we will request an assessment by specialist services that support the school. Their report will feed into the My Support Plan. The My Support Plan is reviewed three times a year by the class teacher and parents. At this meeting, the child's progress will be discussed along with what is working, and what is not working and what the next steps should be.

Support through the statutory Education, Health and Care Plan (EHC Plan)

If a child meets the very specific criteria set out by the local authority, the school will gather the evidence required to apply for a statutory assessment of special needs. Where children have an EHC Plan (or statement) in place, outcomes will be taken from here, a specific programme of support will be drawn up by the teacher and SENCO, taking into account all of the information provided by the Local Authority and the family. Progress against outcomes will be monitored. The EHC Plan is reviewed annually with parents and outside agencies if available. .

Partnerships with parents/carers and pupils

Parents are important partners in creating an effective relationship that will raise pupil's attainment. Their contribution is highly valued by the school and they are encouraged to be fully involved in the identification, assessment and decision-making process. Parent/carers are encouraged to involve the child in this process, including recording children's views and implementing and reviewing where necessary the My Support Plan. The school will update the parents with relevant information.

In our school, we encourage children to participate in their learning and to have a voice through the School Council. We encourage them to take ownership of their targets and to identify how they can improve their progress. For pupils with SEND this means discussing the strategies we will employ with the child. We encourage them to participate in reviewing their own progress and setting new goals. We show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners in the school.

The school website contains details of our policy for SEND as well as our Special Educational Needs Information Report that includes the arrangements made for children in our school with SEND.

Managing Pupils Needs on the SEND register

Children on the SEND register will complete a one-page profile with their teacher. This documents why people like and admire them, what is important to them and how best to support them. This is a child-centred plan aimed at ensuring all adults who work with the child know how best to meet their needs. The one-page profile will be updated three times a year – Autumn, Spring and Summer.

Each teacher, alongside the SENCo will complete a support plan that documents the intervention that children in their class are receiving. At St. Joseph's teachers are responsible and accountable for the progress and development of all the pupils in the

class, including where pupils access support from teaching assistants. The support plan lists all provision that is over and above, or different from, that which is normally available in class or school. It details how long, how often and who is delivering intervention and the targets children are working on. The Provision map is reviewed at the end of each term and outcomes are evaluated at termly pupil progress meetings with the support of the senior leadership team and the head teacher. Provision Maps are monitored by the SENCO.

If concerns remain, a My Support Plan will be completed. This is drawn up taking into account the views of the child, parents, SENCO and any specialist advice received. The My Support Plan is reviewed three times a year by the class teacher and parents with the support of the SENCO. At this meeting, the child's progress will be discussed along with what is working, and what is not working and what the next steps should be. The SENCO monitors the My Support Plans three times a year.

Close links are maintained with the LA support services and other support services. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents accordingly. The support service may include the Educational Psychology Service, Specialist SEN Services, Primary Behaviour Support Services, Physical and Sensory Services, Speech and Language Services or the Education Welfare Services and Health Services. These services may be involved in designing, delivering and reviewing targets set in My Plans.

Criteria for Evaluating the Success of our Policy

The policy will be evaluated against the objectives stated at the beginning of this policy by:

- An analysis of all teachers' planning by Subject Leaders and the Senior Leadership Team ensures that a differentiated approach is taken
- Parents/carers to be involved in target setting and are able to record their views.
- Children will be involved in discussing, constructing, reviewing and having their views recorded on the My Support Plan.
- My Support plans will be monitored by the SENCO to ensure targets are specific, measurable, achievable, realistic and time-bound.
- Ensuring the recommendations from outside agencies are included in the development of My Plans.

Success criteria will be -

Where appropriate planning reflects personalised outcomes;

Most children make progress against their Support Plan outcomes.

All One Page Profiles/My Support Plans are shared with both the children and their parents/carers.

Training and resources

Through the monitoring and evaluating of our provision, the SENCO, with the Head Teacher, will identify any particular professional development needs of the staff. This will, where appropriate, link closely to the school's improvement plan and performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional

development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEND provision. The schools SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO regularly meets with SENCOs from cluster local schools to share good practice.

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

Supporting pupils and families

Wiltshire Local Offer: The Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs or Disabilities (SEND). The website contains information about education, health, social care, preparing for adulthood and leisure. - www.wiltshirelocaloffer.org.uk

School SEND Information Report: The school has a statutory requirement to provide a SEND Information Report. The SEND Information Report can be found on our website. - www.st-josephs-malmesbury.wilts.sch.uk

Wiltshire Parent Partnership Service: Wiltshire Parent Partnership Service offers parents and carers a free confidential and impartial information; with advice about their child's Special Educational Needs (SEN). They can help by listening to you and your concerns; advise what to do if you think your child has unrecognised Special Educational Needs; provide you with a range of impartial information and advice on (Special Educational Needs) SEN; identify additional services or organisations that may be able to help you; assist you with paperwork; and where appropriate, accompany you to meetings with other professionals.

www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership

Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the Equality Policy. No child will be denied admission because of his or her physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHC Plan or has been receiving extra support from the LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Transition

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and School Start where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Close links are maintained with Malmesbury Secondary School to ensure a smooth transition between y6 and y7. This includes the sharing of information, induction visits, parent evenings and additional visits for vulnerable children. Children who transfer to other secondary schools are subject to similar arrangements with the receiving school.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. At St Joseph's, we discuss medical conditions with parents and the school nurse and where appropriate a Care Plan will be drawn up. Training for staff will be put into place where necessary and refreshed annually.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and the Head teacher. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint taken to the Local Authority or Secretary of State.

This Policy was reviewed by the Learning & Standards Committee at its meeting on ?? 2016 and was approved and readopted by the Governing Body on ??? 2016. The Policy will be reviewed again in *[month/year]*.

Agreed at the governing body meeting on

Date:

Signed:

(Chair of Governors)