

St. Joseph's RC Primary School

SEND Policy

January 2021

“I came so that
you may have life,
and have it to
the full.”

– John 10:10



Faith

Respect

Confidence

Resilience

Empathy

SEND Policy

At St. Joseph's we aim to ensure that those pupils with S.E.N.D are identified early and appropriate provision is made, which is based on an assessment of their needs which is in line with the LA's philosophy and current SEND legislation. In carrying out this commitment we are also fulfilling our role as Catholic educators, strongly rooted in fundamental Christian values.

This aim reflects the principal at the basis of our schools Mission Statement which states:

"I came that they may have life and have it to the full." JOHN 10:10

The school SENDCo is Mr Rob Bostock. He can be contacted on 921-1890

The school governor responsible for SEND is Ms Paula Howe. She can be contacted on the school's telephone number.

Definition of Special Educational Needs.

According to the Special educational needs and disability code of practice: 0 to 25 years is;

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

A child of compulsory school age or a young person has learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

St. Joseph's R.C. Primary school is one form entry. There are eight classes. Children usually come into the Nursery class in the September that they have reached the age of three and occasionally children join in the Reception class. At St. Joseph's school we aim to provide a broad and balanced curriculum for all our children. We aim to fulfil all children's entitlement to learning support and enable all children to participate fully in the life and work of the school. We aim to provide opportunities so that all children will achieve to the best of their abilities whatever their needs.

Compliance.

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

- Equality Act 2010; advice for schools DfE February 2013
- SEND Code of Practice 0 -25 (July 2014)
- Schools SEND Information Report (September 2014)
- Statutory Guidance on Supporting pupils at school with Medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 (September 2014)
- Child Protection and Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

Aims.

At St. Joseph's we believe that every teacher is a teacher of every child or young person including those with SEND.

We believe children should achieve their best to become confident individuals live fulfilling lives and make a successful transition into adulthood.

We raise the aspirations of and expectations for all pupils with SEND, at St. Joseph's and we focus on the outcomes for these children and not just hours of support.

We secure early identification of SEND and set the process used for identification and monitoring of pupils.

We provide a curriculum which is differentiated and inclusive to suit the interests and level of the child and overcome barriers to their learning. This will be reviewed regularly with parents and where appropriate, the child.

We ensure that all children with SEND make the same rate of progress from their starting point as children without SEND and achieve success in all curriculum areas.

We value the contribution of all children and recognise that the effort they put into the learning process is valued as much as their achievement.

We take into account differing stages of development and the necessity to provide for individual needs.

We ensure that the pupil's strengths are used to build up confidence and maintain motivation.

Objectives.

The objectives of our SEND policy are as follows;

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To analyse the child’s need and prepare individual or group, step-by-step programmes to build skills and concepts.
- To set attainable goals so that children make progress and thereby maintain confidence and motivation.
- To recognise parents as part of the team and involve them at all stages of assessment.
- To provide on-going assessment in order to give feedback for parents and in order to determine the success of the programmes.
- To ensure that the pupil’s strengths are used to build up confidence and maintain motivation.
- To provide support and advice for all staff working with special educational need pupils.

Identifying Special Educational Needs.

A pupil has SEND 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.

As a school we make regular assessments of progress for all pupils. These assessments help us to identify those pupils who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child’s previous rate of progress
- widens the attainment gap
- fails to close the attainment gap between the child and their peers

Our response to such progress is high quality teaching targeted at the child’s area of weakness. Where progress continues to be less than expected the class teacher working with the SENDCo, assess whether the child has SEND.

There are four broad areas of SEND need; **Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs.**

Communication and interaction.

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning.

Support for learning difficulties may be required when children learn at a slower rate than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties.

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour

Sensory and/or physical needs.

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

There are some circumstances which are not SEND but may impact on a child's progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all schools provided under current Disability Equality legislation these alone do not constitute SEND).
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

A Graduated Approach to SEND support.

St. Joseph’s RC Primary will follow the SEND Code of Practice Graduated Response Model where children will be identified firstly as an Initial Concern. St. Joseph’s school offers a differentiated curriculum. When a child is not making expected progress and shows signs of difficulty in some of the following areas:

- acquiring English and Maths skills
- communication and social interaction difficulties
- emotional and social difficulties
- has sensory or physical problems
- presents with behavioural problems

The class teacher will consult with the SENDCo about any child they are concerned about and the school will then provide support that is additional to and different from the differentiated curriculum and goes beyond quality first teaching.

Expected progress can include progress which:

- is similar to that of peers starting from the same baseline
- matches or betters the child’s previous rate of progress
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider

Where a child continues to make less than expected progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, should assess whether the child has significant learning difficulty. Where this is the case, there should be an agreement about the SEND support that is required to assist the child.

St. Joseph’s has adopted the Local Authority recommended guidance on placing children at School Intervention Bands A, B and C. A child’s SEND may culminate in a referral for Statutory Assessment. It may not be necessary for a child to progress through all the bands. The school follows the Code of Practices guidance on the Assess, Plan, Do, Review cycle when assessing children’s SEND needs.

Parents will be informed of their child being placed in any of the following Support Intervention Bands; A, B or C.

The strategies for identifying children with SEND are to use a combination of sources of information such as:

- Baseline assessments/Foundation Stage Profiles/Reading ages/Spelling ages.
- Handover from previous teacher (where applicable).
- Parental information.
- From the child (when applicable).
- Medical records and screening procedures.
- Teacher observation and assessment.
- Key Stage SAT's at 7 and 11 years.
- Results from the PIRA, PUMA and GAPS tests.
- Speech and Language screening.
- A range of diagnostic tests conducted by external professionals.
- Standardised tests eg SSRT and Schonell Reading Tests.
- Individual needs demonstrated in the classroom.

Band A – School Based Intervention

- Initial concerns may be expressed by the teacher, parent, SENDCo or Health/Social services. An educational assessment or medical assessment may be considered necessary to inform the SENDCo who will record the child's special needs on the SEND list (which is updated three times a year and disseminated to staff). The child's parents will also be informed. At this stage the school will provide support that is additional to or different from within its own resources.
- Provision/action that is additional to or different from that available to all will be recorded in an Individual Learning Plan (ILP). This will be written by the class teacher in consultation with pupils (where appropriate), parents, carers and the SENDCo. The ILP will set targets for the pupil and will detail: short-term targets, teaching strategies to be used, the adults who will assist the child and the success criteria for each target.
- ILP's will be drawn up by the class teacher and then shared with the parents. The SENDCo and pupil can attend this meeting where appropriate.
- Copies of the ILP will be given to the relevant people. Class teachers will keep their copies of each pupils I.L.P. in the child's own personal S.E.N.D. Intervention file.in a folder so that targets can be planned for and monitored. Class teachers will use the information from the recording sheet and the B-Squared Step recording sheet in the Intervention file to monitor a child's progress and set new targets and the next step for the child to progress.
- Parents will be made aware of the importance of their involvement and support required.
- Progress will be carefully monitored by the class teacher by reviewing work carried out in the Intervention groups and by referring to the child's individual file.

- Progress will be reviewed half-termly.

Band B and C – External Agency Involvement.

- If the school feels it is necessary, consultation will take place with the relevant outside agencies to seek advice, assessment and/or support. Parental consent will be sort for such a consultation and parents will be kept well-informed at all times.

The outside agencies may include; Educational Psychology, Speech and Language, Salford Learning Support Services, Occupational Therapy, Physiotherapy and CAMHS (Child and Adolescent Mental Health Service).

- A resulting new ILP for the child will set out fresh strategies for supporting the child's progress. Monitoring and assessment of the child's needs to continue.
- SENDCo will update the child's status on the SEND list.

Referral for Statutory Assessment.

If a child's progress continues to demonstrate significant cause for concern the school may make a referral for a 'Statutory Assessment' to the LA. The school will provide evidence of:

- A record of the school's steps
- The child's evaluated ILP's.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- Attainment targets in Maths and English and other subjects.
- Educational and other assessments from advisory support teachers or an Educational Psychologist.
- Views of the parents and the child.
- Involvement of other professionals.
- Any involvement by Social Services or the Educational Welfare Service.

This process may result in the issuing of an Educational Health Care Plan by the LA.

Criteria for Exiting the SEND List.

Following a review of a child placed at Band A, if it is felt that the child's needs have been met and progress and attainment supports this, then the child will be removed from the SEND list.

Following a review involving external agencies of a child placed at Bands B and C, if it is felt that the child no longer needs intervention or advice externally, that their needs are being met within the school and this is evidenced through the progress the child is making, then they will move to

Band A. At this point, the child will be monitored closely by the class teacher and the SENDCo for a further half term. If adequate progress continues to be made, then the child will be removed from the SEND list.

It is important to note, that pupils can move up, down or off this graduated model. If pupils are struggling or achieve their targets, they can be moved to a different Band or removed from the SEND list completely.

Supporting Pupils and Families.

Parents of children with SEND are kept informed and involved throughout the whole process. Parents are able to obtain information from the school's website, parents meeting, annual reviews for those children with and EHCP and informal meetings throughout the school year.

i) Local Offer and SEND Information Report.

The Local Offer for the school is available to view on the school's website. In the first instance, parents will signposted to this to use as a point of reference. It is here that the parent's will also be able to view our SEND Information Report. This document is updated yearly to incorporate any changes that may take place.

ii) External Agencies.

If it is deemed by the Headteacher, Deputy Headteacher or SENDCo that a child needs to be referred to an external agency for additional support, parents will be invited into school to discuss the referral. Likewise, if parents have concerns about their child we can advise them on the wide range of services that are on offer in Salford. These can be found in our SEND Information Report.

iii) Admissions.

All the teachers at St. Joseph's are teachers of children with Special Educational Needs. All staff members are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Special educational provision is underpinned by high quality first teaching and is compromised by anything less.

St. Joseph's Governing Board admits all children according to the Admissions Policy. Children with Special Educational Needs are afforded the same rights as other children. This includes both those with Statements of Special Educational Needs of Education, Health Care Plans (EHCP) and those with less significant problems. St. Joseph's, will strive to meet the needs of those children wherever possible with the resources it has available and will make any reasonable adjustment necessary to meet these needs.

v) Transition between classes.

When children are moving to another class, teachers hold a transition meeting together to discuss individual pupils and hand over all relevant data and information. The SENDCo will meet with those teachers who are going to have a child with SEND in their class. The purpose of this meeting is to inform the teacher about a child's specific needs, discuss ILP's and share information about external agency involvement. Children will also take part in a transition afternoon, where they will spend time with their new teacher in their new classroom. A child with SEND may possibly need additional transition and this will be arranged accordingly.

vi) Transition between Key Stages.

The same procedures as above apply when a child is transferring between key stages.

vii) Transition to another school.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations (2000). The receiving school may contact the SENDCo if they require additional information about the pupil.

viii) Transition to High School.

Reviews for pupils with statements of SEND or an Educational Health Care Plan, will take place as early as possible during Year 5. As well as the relevant agencies, the secondary SENDCo will be invited to the review. Non-Statemented pupils with SEND will be discussed between the Year 6 class teacher, the SENDCo and the receiving schools' SENDCo or liaison teachers. Records will be passed between schools as quickly as possible to enable provision to be put into place.

ix) Policies.

St. Joseph's has paid due regard to the statutory guidance entitled, 'Supporting Pupils at School with Medical Conditions.'

The following policies are available for viewing on the schools website:

- Medication Administration Policy.

Supporting pupils at school with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. It is also recognised that some children may also have SEND and may have a statement or Education Health Care Plan which brings together health and

social care needs. Alongside their special educational provision, the SEND Code of Practice 2014 is followed. The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, cerebral palsy and cancer. Children with such conditions do not necessarily have Special Educational Needs, but there is significant overlap between disabled children and those with SEND. Children may therefore be covered by Special Educational Needs and Disability legislation.

In the instance of a child attending the school who has an ongoing medical condition, the following procedures apply:

- Parents will be required to complete a continual medication form on which they are asked to provide specific details about their child's medical condition and any medication that needs to be administered (including dosages and expiry dates). This form must be signed by the parent.
- The medical forms are kept in the school office.
- Medicines that require refrigeration are stored in the room, near the school office.
- Medicines that do not require refrigeration are kept in the school office.
- Inhalers are kept in the classrooms and are clearly labelled with the child's name.

Monitoring and Evaluation of SEND.

We regularly monitor and evaluate the quality of provision that we offer pupils. This is done through termly audits, talking to staff about their views, consulting parents and liaison with the SEND Governor. The evaluation and monitoring arrangements that we implement promote an active process of continual review and improvement for all pupils. The Headteacher and SENDCo will keep the Governing Board informed about SEND provision and practice. The Headteacher will provide the named governor with the necessary information to report to the general Governing Body.

Training and Resources.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Identification of staffing needs, in-service training, materials and equipment will be reported to the Headteacher who will allocate funds as necessary in order to fulfil the requirements of the SEND Code of Practice 2014. The SENDCo is allocated one half day to carry out their duties. The SENDCo attends LA SEND training in order to keep up to date with new regulations and requirements.

Where appropriate, school based training will be designed to meet the needs of individual members of staff and whole school staff approaches where appropriate. External INSET courses may be applied for and funded as necessary. All school SEND procedures and policy will involve the whole staff. Governing board training and development may be provided by the LA. The Governor for S.E.N.D. attends the termly L.E.A. Governor Briefing. The SENDCo liaises with all members of staff

to ensure that they are aware of the resources the school has available for SEND pupils. The SENDCo will advise and support new members of staff when developing their ILP's.

The school provides funding for SEND. Each year a percentage of the school budget is allocated to SEND. Some Pupil Premium funding may also be allocated.

Roles and Responsibilities.

i) Special Educational Needs and Disabilities Co-ordinator Role and Responsibilities.

- The day to day operation and implementation of the school's S.E.N.D policy.
- Liaising with and advising teachers on teaching and learning strategies including Individual Learning Plans and Quality First Teaching.
- Co-ordinating provision for children with special educational needs.
- Maintaining the school's S.E.N.D list and overseeing the records of all pupils with special educational needs.
- Liaising with parents of children with S.E.N.D.
- Organising and chairing Annual and Interim Review Meetings for any pupils who have a Statement of Special Educational Needs or an Education Health Care Plan.
- Liaising with external agencies including the Educational Psychology Service, the Education Inclusion Service, the S.E.N.D Consultancy Team, the Speech and Language Therapy Service, other support agencies, medical and social services.
- Liaising with other schools.
- Compiling written reports for the Governing Board each term on the provision of SEND at St. Joseph's.
- ii) Headteacher's Role and Responsibilities.

The Headteacher has responsibilities for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher will work closely with the S.E.N.D co-ordinator.

iii) Governors' Responsibility.

- The Governing board must do their best to ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that all staff have received the necessary training to support pupils with SEND.
- Ensure that the needs of SEND children are made known to all that teach, support and/or supervise them.
- Ensure that teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Report annually to parents on the school's policy for pupils with SEND.
- Consult with the LEA to ensure that the provision for SEND is co-ordinated.

iv) Classroom Teacher's Responsibilities.

All teachers are teachers of pupils with Special Educational Needs and Disabilities.

Classroom teachers' responsibilities for pupils with SEND include:

- Identification.
- Assessment.
- Differentiating work/questioning/instructions to match the needs of the child.
- Use visual and multi-sensory resources.
- Maintaining and updating ILPs, liaising with pupil, parents and SENDCo in the process.
- Implementing ILP targets and objectives of Statements of Special Educational Needs.
- Monitoring child's progress.
- Instructing/guiding classroom assistants and learning support assistants in their work with pupils where necessary.
- Planning for any group or individual interventions that are supervised by a teaching or learning support assistant.
- Regular evaluation of such interventions.
- Attending reviews meetings and providing written reports where necessary.,
- Promoting self esteem through the establishment of a supportive and safe learning environment.
- To maximise the opportunities for success and minimise opportunities for failure by focusing on strengths rather than weaknesses.
- To alter seating arrangements for pupils with sensory impairments.
- Ensuring that children with SEND are not treated less favourably.

The classroom teacher can seek advice to support them in their responsibilities from the Headteacher and the SENDCo.

Mrs R Hince Headteacher, is the designated Safeguarding Officer and is also responsible for managing LAC funding.

Mr R Bostock, SENDCo, is the member of staff responsible for meeting the medical needs of pupils.

Storing and Managing Information.

SEND information is stored in the secure filing cabinet in the Headteacher's office. Each child has a file containing relevant information. Individual pupils' SEND files include:

- Any relevant medical/social/case conference notes.
- Involvement of support agencies.
- Copies of ILPs.
- Relevant correspondence.

For access to these files the class teacher must liaise with the SENDCo.

In addition to this, each class teacher has copies of the child's ILPs to inform their day-to-day planning and support for children on the Special Educational Needs List.

- Written records (ILPs).
- Initial concern sheet.
- Relevant Medical information.

Copies of the ILPs are kept on the staff drive.

Reviewing the Policy.

Given the climate of reform as the new requirements for SEND for school became effective from 1 September 2014, this policy will be reviewed annually.

Accessibility.

The accessibility for every child will be reviewed on an independent level and reasonable adjustments will be made to accommodate where possible. Access to the school is either ramped or level.

Parents are encouraged to make appointments to discuss any issues with their child's class teacher through the school office to arrange a mutually convenient time.

Staff are available from 8.50 am in the school playground for any informal discussions.

Dealing with Complaints.

The Headteacher, school staff and Governors of St. Joseph's are committed to maintaining positive partnerships with parents. Sometimes things may happen, which make children or parents unhappy. It is important that parents and carers feel able to raise their concerns as easily and freely as possible.

In the first instance:

- Parental concerns can often be resolved by talking to the class teacher.

Should the matter not be resolved, please contact:

- The SENDCo Mr R. Bostock

If there is still no resolution, please refer to the school's Complaints Policy on the school's website.

In the unlikely event that the matter is still not resolved, please contact in writing:

- Ms Paula Howe, the Chair of Governors.

If you are still not satisfied, you may refer the complaint to the Local Authority Director of Children's Services.

Ideally, complaints will be dealt with quickly, but if the complaint is complicated or requires detailed investigation, it may take longer to sort out. The school will keep parents informed as to how the complaint is being addressed and when they can expect an outcome.

Bullying.

Please refer to the schools bullying policy, this policy can be found on the school's website.

Appendices.

Here is a list of related policies:

- Admissions Policy.
- Accessibility Policy.
- Anti-Bullying Policy.
- Child Protection and Safeguarding Policy.
- Equality Scheme 2018-2022
- Medication Administration Policy.

These policies can be accessed on the school website.

St. Joseph's Governing Board will review this policy annually.