



St Joseph's Catholic Primary School

SEND Policy

Reviewed November 2023

Approved by the Governing Body:

Review Date: July 2023

Revision History

Version	Date	By	Description
V01	January 2013	Julie Burn	Agreed by staff
V02	October 2014	Julie Burn	Agreed by staff
V03	July 2017	Julie Burn	Agreed by staff
V04	October 2019	Annette Savage	Agreed by staff
VO5	Sept 2020	Annette Savage	Agreed by staff
VO6	November 2023	Ruth Colley	Agreed by staff

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at St. Joseph's Catholic Primary School.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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 so do if special educational provision was not made for them.

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.

At St Joseph's Catholic Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.'

All children with special educational needs and disabilities (SEND) have their needs met.

Children with SEND are offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.

The specific objectives of our SEND policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The named SEND coordinator for the school is Annette Savage. A member of the Governing body, Sarah Cook, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001.

Identification and Assessment of special educational needs

Provision for children with special educational needs is a matter for the school as a whole. 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
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) the school should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

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. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children.

Provision/action that is additional to or different from that available to all

Will be recorded in an Individual Education Plan (IEP) or Pupil Passport. This will be written by the class teacher but always in consultation with pupils, parents, carers and SENCo. It may also involve consultation and advice from external agencies.

The IEP/Pupil Passport will set targets for the pupil and will detail:

- the short-term targets set for the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The IEP/Pupil Passport will be reviewed at every six months and the outcomes will be recorded. Pupils will participate fully in the review process if appropriate. Parents / carers will also be invited to participate in the target-setting and review process.

If, despite significant support and intervention at School Action, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals (School Action Plus). These professionals will be invited to contribute to the monitoring and review of

progress. Parents/carers and pupils will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have EHC Plan (Education Health Care Plan), in addition to the review of IEPs/Pupil Passports, their progress and the support outlined in their EHC Plan will be reviewed annually and a report provided for the Local Education Authority. The EHC Plan incorporates all information about the child from birth. If a pupil makes sufficient progress an EHC Plan may be discontinued by the Education Authority.

The school will liaise with the local secondary schools and other agencies to arrange Transition Plans for students with EHC Plan (and other pupils with SEN who may benefit from Transition Planning) in Year 6, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.) 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 schools' **complaint procedures** are set out in the school prospectus. The school SENCo will work closely with parents at all stages of their child's education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

MONITORING & EVALUATING PROCEDURES

The SENCo will monitor & evaluate:

- IEP/Pupil Passports targets set and met.
 - movements on and off the SEN register.
 - reviews undertaken with parents.
 - a yearly audit of pupil progress.
 - intervention programmes including the outcomes of wave 3 interventions.
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Date written: Review Date:

Policy Agreed by the Governing Body on

Signed
Body

Chair of Governing

Signed Head teacher

GUIDELINES TO THE SPECIAL EDUCATIONAL NEEDS POLICY

St Joseph's Catholic Primary School

ASSESSMENT

Children's needs should be identified at the earliest possible stage by:

- Taking account of any reports or assessments made prior to children starting school.
- On-going assessment linked to Foundation Stage Profile.
- Standard assessments.
- On-going assessments.
- Matching children's progress to the Cumbria Criteria for SEN.

TESTS & ASSESSMENTS

- 1 **BURT WORD READING TEST & SALFORD READING TEST**
Administered, by SENCO, twice yearly.
- 2 **SCHONELL GRADED WORD SPELLING TEST**
Administered, by SENCO, twice yearly.
- 3 **FOUNDATION STAGE PROFILE**
Administered by the class teacher to Reception children. This is an on-going assessment throughout the year.
- 4 **STANDARD ACHIEVEMENT TESTS (SATS)**
Administered by the class teachers to children in Years 2 and 6 in the Summer term.
- 5 **NFER TERMLY ASESSEMENTS**
Administered by class teachers at the end of autumn, spring and summer terms.
- 6 **ASSESSMENTS**
On-going teacher assessments throughout the year.
- 7 **EARLY HELP REFERRAL FORM**
form for referring children to outside agencies.

PARENTAL INVOLVEMENT

- We work closely with parents in the support of children with SEN.
- We encourage parents to make an active contribution to their child's education.
- We have regular meetings to share the progress of special needs children with their parents and review IEP targets set, if appropriate.
- We inform parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of their child.

GOVERNOR INVOLVEMENT

The governors, especially the SEN Governor, have due regard to the Code of Practice when carrying out their duties towards all children with SEND. They are committed to securing the best possible provision for any pupil identified as having SEND and will ensure that:

- A policy for SEN will be reviewed annually.
- Teachers are aware of the importance of identifying children and make proper provision using efficient and effective resources.
- Where the Head teacher or the SEN Governor has been informed by the LEA that a child has SEN, those needs are made known to all who are likely to teach him or her.

RESPONSIBILITIES OF THE SENCo

The SENCo will coordinate the provision of education for children with SEN by:

- Overseeing the day to day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Managing teaching assistants.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with early years providers, other schools, educational psychologists, specialist advisory teachers, health and social care professionals, and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
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The SENCo will:

- Maintain an up to date register of identified children and report to Cumbria Children's Services through SCHOLAR PACK.
- Report to the Governors termly.
- Meet with the SEN Governor to discuss SEN issues.
- Identify staff training needs within the annual SEN Action Plan.

RESPONSIBILITY OF TEACHERS

- Teachers of children with Special Educational Needs will:
- Plan, monitor and teach an accessible curriculum.
- Manage classroom support.
- Plan and deliver the IEP.
- Liaise with outside agencies as required.

ADMISSIONS

Admission arrangements for children with SEN are in line with LEA guidelines. (See Admission Policy).

FACILITIES FOR PUPILS WITH PHYSICAL DIFFICULTIES

- St Joseph's School is on one level.
- Wheelchair access is at the front, back and side entrance.
- There is a shower room for the disabled.
- There are toilets for the disabled.
- This will be reviewed as any other needs become apparent.

EQUAL OPPORTUNITIES

Children with special needs will have opportunity to take part in all school activities, which are appropriate to them. Where they are involved in working on a special programme, in small groups or one to one with a teaching assistant, this should not be to the detriment of other areas of the curriculum.

COMPLAINTS

Where concerns arise, parents should make an appointment to see their child's class teacher and possibly the SENCo. If parents wish to take a complaint further they may do so using the school's complaints procedure. (See complaints procedure).

PARTNERSHIP

Staff should seek to work with parents and take account of their views (these will be recorded on the child's IEP).

Parents will be informed if their child is identified as having SEN. The school maintains firm links with support services, i.e.

- Educational Psychology service
- Special Advisory Teaching Service
- Child and Family Therapy/Mental Health
- Speech and Language Therapy
- Family Liaison Officer
- Children's Services
- School nurse
- Howgill Family Centre
- All local secondary school