

St. Joseph's Catholic Primary School

SEND Policy

Here at St Joseph's Catholic Primary School, we learn and grow through the love of Jesus. Our community is a safe, caring and happy place where everyone is supported and valued. We encourage and challenge everyone to achieve their full potential, spiritually, academically, morally and socially. We inspire others with a love of learning and aim for excellence in everything we do. Through our own faith, we treat one another the way we would like to be treated. We help every child to be gentle and fair: to always do their best.

'Learning through the Love of Jesus Christ'

Introduction

Here at St Joseph's we are committed to giving all of our children every opportunity to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations of all the children. The achievement, attitude and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We do this by taking account of pupils' varied needs.

St Joseph's is committed to providing a safe and secure environment for its pupils and staff. The governors and staff are committed to promoting British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths, cultures and lifestyles.

Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with Reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENCO with members of the school's governing body, in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND. This reflects the importance we put on working in collaboration with all members of our school community in order to achieved the best outcomes for our pupils.

ROLES AND RESPONSIBILTIES

The SENCO at St Joseph's Catholic School is Mrs Barbara Burns who is also the Deputy Head and Inclusion Coordinator.

The SEN Governor is Mrs Janet Nelms, and the Governors with responsibility for Safeguarding are Mrs Joan McConnell.

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Date of next review: September 2018

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The Safeguarding Officer in school and responsible for Looked After Children is Mrs Barbara Burns the Deputy Headteacher for the Autumn term and thereafter Miss Anne-Marie Strachan.

We believe that all our children are made in the image and likeness of God and we work to enable every child to achieve the very best they can, in all areas: spiritually, academically, physically, socially and morally.

We recognise that parents are their child's first teacher and we work closely with parents to identify SEN needs and to enable the parents to continue to play an important and active role in their child's development. We work in collaboration with colleagues in the health care profession and other professionals in assessing a child's need and giving them the best possible support.

At St Joseph's we believe it is important to identify children who need support and provide that support at the earliest possible opportunity in order to remove any barriers to them accessing the learning and to prevent a widening gap between them and their peer group.

Where ever possible children are taught in the mainstream classroom with high quality teaching and support. However when it is appropriate, children are withdrawn for short periods of time for additional support in small groups and face to face sessions. Whenever possible we encourage children to be independent so that they will develop the life skills they will need.

This policy reflects other school policies including that on

- Bullying
- Meeting medical needs
- Accessibility
- Child protection/safeguarding policy and procedures
- Assessment

AIM

St Joseph's is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school.

In accordance with our mission statement we encourage and challenge everyone to achieve their full potential. Through our ongoing assessment and reviews we strive to enable all children to make good progress. We aim to narrow the gap between our most able and our least able and to ensure that social or emotional needs do not prevent a child from achieving.

OBJECTIVE

In order to achieve our aims, St Joseph's provides a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEND Policy. Staff work collaboratively to achieve our aims. Together we:

- identify and provide for pupils who have special educational and additional needs
- work within the guidance provided in the SEND Code of Practice 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs through high quality teaching
- provide support, advice and training for all staff working with pupils who have special educational needs

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Identifying Special Educational Needs

We recognise the importance of early intervention and aim to identify children's special Need(s) as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. At St Joseph's we focus on how the school can support the child to move forward not on how the child will fit into the school. All aspects of a child's need will be looked at when assessing them, both their strengths and weaknesses.

The school recognises that other factors may influence a child's progress and attainment, but that does not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

Assessment in St Joseph's is rigorous (see Assessment Policy). Pupil's progress is discussed in Pupil Progress meetings and data is analysed at least termly. Where pupils are identified as not making expected progress or where their behaviour, attitude or interaction with others is causing concern they are brought to the attention of the SENCO and the parents.

Initial steps will involve the class teacher meeting the parents to discuss her concerns (this meeting may involve the SENCo). If there is no improvement within 6 weeks there will be a meeting between the SENCO and parents to discuss the needs their child and to look at ways in which the school and the parents can support the child. During that discussion it may be decided that a referral to an outside agency would be helpful, however in most cases the school will put into place appropriate intervention to be reviewed after 6 weeks.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but their behaviour should be seen as a form of communication that needs to be addressed. As well as looking at the possibility of communication needs, the school may also feel it is appropriate to put in place a Pupil Support Agreement (PSP) which will be reviewed after 6 weeks.

Promoting social, emotional and mental well - being:

Children need to feel valued, confident and secure to make maximum progress in their learning. St Joseph's is committed to promoting the social, emotional and mental wellbeing of our pupils through a range of activities. These include:

- Lunchtime support group
- Social skills group
- counsellor

A Graduated Response to SEN Support

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs. The Senior Leadership Team regularly assess' the quality of teaching across the school. The SENCO provides support and guidance for teachers in how to support the SEND pupils in their class and regular training is provided to both teaching and support staff.

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Before special educational provision is made, the SENCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCO, may take place.

Plan: Interventions based on the outcome of assessment are planned.

Do: and delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: the effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register, in formal consultation with parents.

Managing Pupils on the SEN Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEN register. The SENCO, in consultation with the class teacher, pupil and parents will draw up a support agreement which will detail the long term goals for the child.

ASSESS: Based on the initial assessment undertaken to identify a child's need, targets will be set.

PLAN: SMART targets will be drawn up by the SENCO, in consultation with the class teacher, as half-termly goals.

DO: Interventions will take place either within the classroom or outside the classroom (as agreed). Record sheets will be kept to show the frequency of the support, the nature of the support and the success of the support.

REVIEW: The targets will be reviewed at the end of each half term and new targets set.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. The SENCO tracks the various intervention programmes taking place on the whole school provision map but records of intervention for each child are kept in their SEN file. The effectiveness of interventions is monitored on a half-termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the Pupil Progress Review Meeting each term which is attended by the class teacher, SENCO and Head.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes.

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Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide. Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

CRITERIA FOR EXITING THE SEN REGISTER

When children are making good progress and are able to demonstrate in class that they are able to work without support, the school, in consultation with the parents, will consider gradually withdrawing support. However at all times the child's progress and well-being in the classroom will be monitored and if they fail to thrive the support will be reintroduced. If parents and the school feel that a child no longer needs additional support and they are both in agreement and child may be completely removed from the register.

SUPPORTING PUPILS AND FAMILIES

St Joseph's supports children and their families through working with the Local Authority and outside agencies. The school puts on its website details of how SEND pupils are supported. The school has a policy on managing children with medical conditions and a full accessibility review has been undertaken.

The governors and staff are fully aware of their need to ensure that the school makes reasonable adjustments to prevent children with disability from being disadvantaged. In order to ensure this, governors regularly undertake a Health and Safety review of the site with the Head.

The SENCO works with Pre-schools and Secondary schools to ensure that information on SEND pupils is quickly and discreetly passed on to ensure that children continue to get the support they need and to prevent parents having to repeat evidence.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they can 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.

Some pupils with medical conditions also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

MONITORING AND EVALUATION OF SEND PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views. The school undergoes an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

SEN is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support. The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped

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to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities. All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the LA SENCO Forum in order to keep up to date with local and national updates in SEND. The SENCO also attends local cluster group meetings to share good practice.

STORING AND MANAGING INFORMATION

Files on children are securely stored and only authorised staff have permission to access the information held there. Information on a child will be shared with their class teacher, unless parents specifically ask for the SENCO not to do so and all information is shared on a need to know basis. When a child leaves St Joseph's their file will be given to their next school or kept in archive for 7 years. After this time the file will be destroyed.

ACCESSIBILITY

Under the Disability Discrimination Act, schools have a statutory responsibility to make their schools accessible to disabled pupils. At St Joseph's all areas of the school are accessible to parents and pupils. The school has an Accessibility Action Plan following an audit. Changes have been made to the font used in letters and larger print versions are available. All documents are available to parents both electronically and on paper.

Information on what the school provides is available through the school website on the SEND tab. If parents are concerned that there are barriers to their child accessing the full curriculum or any aspect of the daily life of the school they should see the SENCO immediately so that the school can look at ways of addressing the issue.

Most of the time teachers are available to speak to parents after school, however if parents feel they need more than a minute or two, it is helpful if you can phone the office and make an appointment to see the class teacher. The SENCO is usually available to see parents first thing in the morning if it is urgent (unless she is teaching) but it is helpful to phone the office to make sure she is available if possible

DEALING WITH COMPLAINTS

The school has a complaints procedure based on the NAHT model, which is available on the school website if anyone feels they need to use it. If parents have concerns about their child and they do not feel they have been heard they should address their concerns firstly to the class teacher, then to the SENCO, then to the Head and if they still do not feel their concerns have been dealt with appropriately, they should write to the Chair of Governors.

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BULLYING

The school takes bullying very seriously and the school's Anti-Bullying Policy explains how the school deals with any reporting of bullying.

Every effort is taken to ensure that vulnerable pupils are not subjected to any harassment or unkindness that might lead to bullying and if any such behaviour is brought to the attention of staff it is dealt with quickly.

All children in the school are encouraged to play together, however additional staff are on duty at break time and lunch time to support vulnerable groups of children. When children join in Reception class they are given a Year 6 guardian who watches over them and supports them in their initial settling in period and throughout their first year at school. Children joining the school later are given playground buddies to help them settle in. The school takes e-safety very seriously and all the children receive appropriate e-safety lessons each year. Year 5 and Year 6 pupils are required to sign the e-safety form which explains their responsibility if they have a phone on the school premises.

See the school's E Safety policy for more information.

REVIEWING THE POLICY

This policy will be reviewed annually.