

St. Joseph's RC Primary School
Special Educational Needs and Disability Policy

SENDCO – Ms G Armstrong

Mission Statement

Our mission in St. Joseph's RC Primary School is to provide a loving and caring atmosphere where everyone can reach his or her potential to the full.

We wish to foster a respect for the dignity of every person in our school community and in everything we do. We hope to:

“Act justly,

Love tenderly,

Walk humbly with our God.”

The Governing body of St Joseph's RC Primary School adopted this Special Educational Needs and Disability Policy in March 2018 and it will be reviewed in March 2020.

Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

The four broad 'areas of need' are:

Communication and Interaction,

Cognition and Learning,

Social, Emotional and mental Health Difficulties,

Sensory and Physical Needs.

Special educational provision means:

for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area

(Education Act 1996, Section 312)

In line with the SEND Code of Practise, updated January 2017, school publishes parental information about the implementation of the school's policy for pupils with SEND.

Values and Principles

- We aim to provide a living Christian community based on justice, dignity and equality in which all activities and judgements are inspired by our faith and which are denoted to the full intellectual, physical and spiritual, moral and social development of all children committed to our care whatever their potential ability.
- We will provide a curriculum that is accessible to all pupils, follows the requirements of the National Curriculum and is matched to the needs of individuals. We believe that provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, all members of staff have important responsibilities. *All teachers are teachers of children with special educational needs.*
- We are committed to developing inclusion and encourage the involvement of parents, pupils, governors, LA support staff and the local community in the education of our children.

Assessment and Identification

The progress made by all children is regularly monitored and reviewed. Concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom. If, despite this differentiated programme of work, progress continues to cause concern the child's name will be added to the SEND Monitoring Register with areas of need identified and prioritised, becoming the basis of the provision. At the end of each Key Stage (Years 2 and 6), all children are required to be formally assessed using Standardised Attainment Tests (SATs). This is something the Government requires all schools to do and the results that are published nationally. It is important that all steps that have been taken to help children with SEND are recorded, from the first indication that there is cause for concern, and on through the next stages.

Actions

Interventions

For children who require special educational provision, specialist intervention will be planned by the class teacher; a Provision Map will be drawn up by the class teacher in consultation with the SENDCo.

The Provision Map includes information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the Provision Map is to be reviewed
- The outcome of the action taken

The Provision Map only records that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children.

Each SEND pupil completes a Pupil Passport containing their views of their strengths and the help they would like from an adult.

On completion, the Provision Map will be signed by the SENDCo and parents informed. Target cards are made available to all adults involved with teaching the child concerned.

The class teacher, in consultation with the child's next teacher, writes Provision Maps for the autumn term at the end of the previous summer term or mid-year if a placement is changed. In this way teachers are fully aware of the Provision Map content and are able to make a prompt start in addressing the targets in the new academic year.

Provision Maps are reviewed at least each term. An earlier review may be made if progress has been achieved or if the difference is not diminishing.

Referrals

In some instances there may be the need to consult with external agencies such as the Educational Psychology service. If this is the case, a referral will need to be made. The SENDCo will contact parents to arrange a meeting to discuss a referral to an outside agency for further support or guidance. If parents are in agreement they will be asked to sign the referral form which will then be forwarded to the relevant agency.

Provision Maps will set out fresh strategies for supporting the child's progress and include advice from any external agencies.

Parents of the child and any external agencies involved will be invited to reviews.

Statutory Assessment of SEND

A child reaches this stage when the efforts of the school, the SEND support teacher and external agencies have failed to help the child make significant progress. The SENDCo will consult with the relevant external agency and a request will be made to the LA for a Statutory Assessment of the child's needs.

The SENDCo will consult parents regarding the need for this assessment and to discuss the Education Health Care Plan procedure.

Education, Health, Care Plan (EHCP)

A child reaches this stage if an EHC Plan has been issued. If the EHC Plan names our school as the best place for the child to continue his/her education then we will be wholly responsible for providing the child's SEND provision.

The day to day working with the child will continue as previously but the requirements of the EHC Plan will be incorporated in the child's Provision Map.

The EHC Plan will be reviewed annually and involve the LA, the school, the parents and, if it is considered appropriate, the child. The child's progress will continue to be monitored by his/ her class teacher and the SENDCo.

Roles and Responsibilities

The SENDCo, is responsible for:

- Managing the day to day operation of the SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers

- Managing the records of all children with Special Educational Needs and Disability
- Liaising with parents of children with Special Educational Needs and Disability
- Contributing to the in-service training of staff
- Meeting with the Governor responsible for SEND
- Liaising with external agencies
- Undertake relevant CPD activities.
- Implementation and review of the SEND improvement plan.

The role of Governors

- There is a school governor appointed to have specific oversight of arrangements and provision for meeting Special Educational Needs and Disability.
- The link governor takes an active interest in and monitors inclusion throughout the school providing an annual report to governors.
- Meets with the SENDCo on an annual basis to review progress of special needs provision.

The role of the head teacher

- The head teacher will give responsibility to the SENDCo and class teachers but is still accountable for ensuring all pupils with SEND needs are met.
- The head teacher will make sure that the governing body is kept up to date about issues relating to SEND.

The role of teachers:

- The class or subject teacher should remain responsible for working with the child on a daily basis and ensuring the schools SEND policy is followed in their classroom.
- Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses and advising on the effective implementation of support.

The role of parents:

- Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.
- These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEND support outside school and any changes in the pupil's needs.
- These discussions should be led by a teacher with good knowledge and understanding of the pupil and who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENDCo. It should provide an

opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

The role of the Local Authority:

- The Local Authority must publish their 'Local Offer' for parents of children with SEND.
- Publish and keep under review information about services that are available for children with Special Educational Needs and Disabilities. It is an important resource for parents to be able to understand the range of services and provision that exists in the local area.

Staff Development

- Teaching staff are encouraged to participate in the support and training in connection with SEND issues provided by the LA or any other body.
- Special Educational Needs and Disability will be considered in all school based INSET.
- Planned liaison meetings between class teachers and the specialist support staff allow for the dissemination of information regarding new initiatives and other SEND issues.
- Full advantage is taken of the expertise of external specialists.

Accessibility Plan

Accessibility for disabled pupils should be made within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Allocation of Resources

Staffing arrangements, which include the employment of Teaching Assistants, respond to the priorities within the school.

Following an audit of materials / equipment, funding is provided annually for the purchase of SEND/ resources.

Working in Partnership with Parents

Parents are welcomed and encouraged to participate from the onset and throughout their child's career at St. Joseph's school. It is recognised that parents hold key information and have a critical role to play in their children's education and that this is particularly so if their child has special needs.

All parents of children with Special Educational Needs and Disability are presented with opportunities to play an active and valued role in their children's education.

Transfer and Transition

Special Educational Needs and Disability files are kept and contain detailed information in connection with provision made for children on our Register of Special Educational Needs and Disability.

SEND support should include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8, Preparing for adulthood from the earliest years Code of Practice). To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.

The KS3 SENDCo of the receiving school is invited to attend the summer term review meetings for pupils in Y6 and the final Annual Review in St. Joseph's School for those pupils with EHC Plans.

When children change schools, either at phase transfer or at any other time, pupil records are transferred speedily to ensure any support that needs to be made.

Monitoring and Evaluation

This policy will be reviewed regularly and updated in the light of any LA or Government initiatives.

Chair of Governors _____ Date _____
Head Teacher _____ Date _____