



St Joseph's Catholic Primary School & Nursery

SPECIAL EDUCATIONAL NEEDS POLICY

Our family at St Joseph's Learns, Loves & Grows
with God at the Centre.

Reviewed and ratified by Governing body	Autumn Term 2018
Next Revision	yearly
To be reviewed	Autumn Term 2019

INTRODUCTION

This policy builds on our over-arching Catholic principles of social inclusion, which recognise the entitlement of all pupils to a balanced, broadly based curriculum, matched to individual needs, allowing and encouraging individuals to achieve their best. Our SEN policy reinforces the need for 'Quality First Teaching' that is fully inclusive.

Aims and Objectives

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Executive Headteacher or the appropriate governor has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Executive Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

Responsible Persons

The 'responsible person' for SEN is Miss McFlynn (Executive Headteacher), the SEN Governor is Paul Lasok (Chair of Governors). The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Moore.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such St. Joseph's adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on a Quality First Teaching model, using the 'Achievement for All' framework. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Specialist Provision

St. Joseph's School is a two storey building on a large site. It has three playgrounds accessible by steps with one ramp that leads to the KS1 playground. The internal structure comprises of EYFS and KS1 and the lower ground and KS2 on the first floor which is accessible by stairs. The school also has lift access to the first floor. The school also has toilets and shower facilities.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach.

Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place Provision Mapping, an Individual Plan / Pupil Passport detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher – Quality First Teaching
- Clear differentiated activities
- Focussed group reading interventions
- Individual reading interventions
- ELKLAN Speech & Language interventions
- Literacy and Numeracy Catch-Up Programmes
- Lexia Core5
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Professional Outreach Support from Specialist Schools

The plans will be outcome focused. The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map / Individual Plan / Pupil Passport. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements. Where more than one agency is involved, the school, in discussion with parents and other agencies will initiate a CAF to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with Parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Educational Psychologist
- Speech & Language Therapy
- Child Adolescent Mental Health Service
- Specialist Outreach Services: The Bridge, Samuel Rhodes, Richard Cloudesly, New River College
- Education Welfare Service
- Early Years Intervention Team
- Health Service (school nurse, dietician, Occupational and Physiotherapists)

Arrangements for the Treatment of Complaints

Parents have the following rights of redress, should the school, Governors or Islington Authority fail in their duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- Westminster Diocese Complaints Procedure
- An appeal to The SEN Disability Tribunal
- A claim against the responsible body (Chair of Governors or LA) for disability to the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman

Workforce Development

In-service training needs related to special educational needs will be identified by the Executive Headteacher and SENCO in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention (e.g. the effective use of CAF)
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The School Information Report is integral to this policy.

Review frequency: Annually

Approval: Full governing body.

Legislation:

- Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.
- Academies and free schools – Section 1 (8) of the Academies Act 2010.
- The Special Educational Needs Code of Practice 2014