



# 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 & Adopted by the Full Governing Body	30 <sup>th</sup> June 2022
Next Revision	Annual
To be reviewed	Summer Term 2023

## 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 SEND policy reinforces the need for 'Quality First Teaching' that is fully inclusive.

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 SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## Aims and Objectives

This policy accepts the definition of SEND as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

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

## Definitions

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

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Responsible Persons

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

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **Executive Headteacher**

The Executive Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **SEND INFORMATION REPORT**

### **The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Parent and Pupil Consultation**

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 SEND 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.

### **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 SENDCO 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.

## **Assessing and reviewing pupils' progress towards outcomes**

### **Providing the graduated response: SEND 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 SENDsory 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
- Literacy and Numeracy Catch-Up Programmes
- ICT intervention programs
- Lexia Core5
- Small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Time to Talk intervention
- 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 SEND will be undertaken by all staff, with advice and support from the SENDCO 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 SENDCO for diagnostic testing to construct a profile of strengths and weaknesses.

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

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

We ensure that there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops.

- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

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.

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 to help disabled pupils access the school. The school also has disabled toilets.

The Schools Accessibility policy can be found on the school website or is available from the School Office

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development and to promote teamwork/building friendships by encouraging them to be involved in all areas of school life including but not limited to Pupil Chaplains, Enrichment Clubs, trips and residential. We have a zero tolerance approach to bullying.

### **Workforce Development and Multi Agency support**

In-service training needs related to special educational needs will be identified by the Executive Headteacher and SENDCO in consultation with the staff. Our SENDCO is an experienced practitioner who is allocated time to manage SEND provision. The school has a number of Teaching Assistants who are trained to deliver various intervention and experienced in delivering SEND provision as required. If we require additional support we use specialist agency cover.

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)

### **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 SEND
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents

- Children's awareness of their targets and achievements

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **Contact details for raising concerns**

Parents with concerns or who would like further information about SEND provision in our school should be contact the SENDCO in the first instance via the office [office@st-josephs.islington.sch.uk](mailto:office@st-josephs.islington.sch.uk)

### **Arrangements for the Treatment of Complaints:**

Complaints about SEND provision in our school should be made in writing to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

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 SEND Disability Tribunal
- A claim against the responsible body (Chair of Governors or LA) for disability to the SEND and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman

### **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.

### **The local authority local offer**

Our contribution to the local offer is available from the school office and published on the School website and reviewed annually

Our local authority's local offer is published here <https://www.islington.gov.uk/children-and-families/SEND-local-offer>

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.](#)

Also see [The Special Educational Needs Code of Practice 2014](#)