

# St. Joseph's Catholic Primary School 'Growing in Faith, Faith in Growing'



## SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY AND PRACTICE 2016/2017

SENCo- Mrs Lynn Waller

- email : [lwaller@st-josephs.walsall.sch.uk](mailto:lwaller@st-josephs.walsall.sch.uk)

- tel : 01215686496

Link Governor – Mrs T. Purshouse

- email : [postbox@st-josephs.walsall.sch.uk](mailto:postbox@st-josephs.walsall.sch.uk)

- tel : 01215686496

The mission of St. Joseph's School is to promote a full understanding of the Catholic Faith and in so doing to reflect the teachings of the Gospel and the love of Jesus in the daily life of the school. This means that all individuals within the school should be treated with love and respect. We are committed to serving our community and local area. In doing so we reinforce British values, which are taught in line with Gospel values. We see our role to develop all of our pupils as a crucial element of our mission statement. This policy sets out how we work with our pupils who are identified as having Special Educational Needs, it has been agreed by staff and governors and is upheld by everyone within the school.

### **INTRODUCTION**

Provision for children with special educational needs is a matter for **St. Joseph's Catholic Primary School** as a whole. In addition to the Governing Body, the school's Head Teacher, the SENCO and all other members of staff have an important day-to-day responsibility. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. St. Joseph's Catholic Primary School follows a broad and balanced curriculum. As part of our work with all children we are committed to the development of communication supportive practices.

The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

The SEND code of practice (2014) states that:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Children progress at different rates throughout their school life. This may be affected by other factors such as their health, absence from school, difficulties in their home circumstances, or other reasons such as a lack of English language if they are newly arrived in this country. These reasons alone do not mean that a child has Special Educational Needs. We consider a child to have a special educational need if their requirements differ from the provision generally made for other children in that year group.

The four categories of special needs are:

**Communication and interaction:** speech and language difficulties, autism.

**Cognition and learning:** a child who has a greater difficulty in learning than their peers. General difficulties, a child who is a slow learner, and specific learning difficulties, for example dyslexia.

**Emotional and social development:** a child who has emotional, behavioural or social difficulties which either prevents them from participating in a full curriculum or presents a management problem which affects the delivery of the curriculum to the child's peer group.

**Sensory and/or physical needs:** a child who has difficulties which could include lack of mobility, hearing loss, visual impairment, dyspraxia.

Children have special educational needs if they have a **learning difficulty or learning difference** that calls for **special educational provision** to be made for them. Children have a learning difficulty or difference if they:

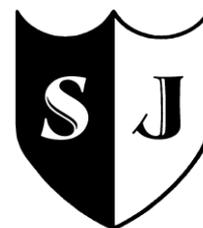
- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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. Educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

The SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all that are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.



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The school will have regard to the **Special Educational Needs Code of Practice (2014)** when carrying out its duties toward pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. Pupil interviews are conducted to ascertain their views and preferences or anxieties. Inappropriate teasing of vulnerable children about their learning difficulties is not tolerated and this area is discussed in the pupil interviews.

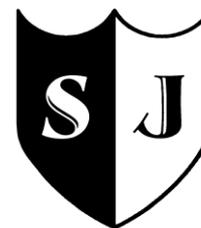
## **ASSESSMENT**

Early identification and intervention is a priority. St. Joseph's Catholic Primary School will assess each child's current levels of attainment on entry in order to ensure that they build upon established learning. Social, emotional and behavioural difficulties also need to be recognised and addressed at the earliest opportunity. If the child already has an identified special educational need, this information will be transferred through feeder schools and liaison with SENCO's. The SENCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum, identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment to provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.



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The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. They will establish whether the problems they have in the classroom are due to limitations in their command of language or arise from special educational needs. In determining this, the teacher and SENCO will liaise with appropriate translators within or outside the school.

## **PROVISION**

At present St Joseph's employs teaching and non-teaching staff to work with children on the special needs register under the direction of the SENCO and Head Teacher. The LA also provides extra funding for the support of children with a Education Health Care Plan (EHCP). In meeting the needs of children we will provide at each stage:

- Initial assessment
- Differentiated work, RML, Phonics, SALT, Mathematics ability groups, small group literacy teaching, Wellcomm activities
- SEN Support – specific resourced support related to the child's IEP
- Enhanced SEN Support - specific support related to the child's IEP with outside agency involvement
- Termly reviews including parents, staff and children

## **THE ROLE OF THE GOVERNING BODY AND HEAD TEACHER**

The Governing Body and Head Teacher have the joint responsibility to:

- Ensure that the school is undertaking its statutory duties regarding SEN, inclusion and the Special Educational Needs and Disability Act
- Set up appropriate funding and staffing for SEN provision
- Formulate and monitor the school policy for SEN
- Ensure with the SENCO appropriate staff and professional development
- Ensure that there is a named Governor(s) with responsibility for overseeing SEN. The named Governor for 2015 – 2016 is Mrs. Tracey Purshouse.
- Ensure that those who are working with children with an EHCP are aware of the nature of the child's SEN
- Ensure that the area of SEN is constantly under review in order that best practice is developed and maintained and that SEN is an integral part of the School Improvement Plan
- Report upon SEN matters in the Head Teacher's termly report and to the Curriculum and Standards Committee
- Ensure that the school operates a policy of inclusion, welcoming all children, regardless of SEN or disability.

## **THE ROLE OF THE SENCO**

The SENCO's responsibilities include:

- Overseeing the day to day operation of the school's SEN Policy
- Coordinating the provision for children with special educational needs
- Liaising with and advising colleagues
- Managing learning support staff
- Overseeing records of children with special educational needs
- Liaising with parents of children with special educational needs, possibly taking on a Key Worker role
- Arranging and contributing to in-service training
- Overseeing Inclusion Planning Meetings to discuss SEN provision
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and other appropriate agencies
- Creating and maintaining the special educational needs register
- Oversee the continuous cycle of assessment – plan, do, review
- Creating the school's information report to be published on the school website
- Managing SEN resources

## **THE ROLE OF THE CLASS TEACHER**

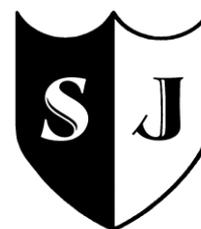
- To initially identify and assess the child's needs
- Provide suitable differentiated work to meet the child's needs
- Monitor the child's progress, set specific targets and inform parents
- Inform the SENCO if the child is still not making appropriate progress and provide evidence of the child's special educational needs
- Maintain the necessary records
- To be involved with outside agencies as and when necessary
- Inform parents when the child is placed on the special educational needs register
- To involve parents in the setting and review of targets

## **THE ROLE OF SPECIAL EDUCATIONAL NEEDS SUPPORT STAFF**

- With reference to the child's IEP, carry out work as directed by the SENCO
- To maintain records of work covered and examples of children's work so that progress can be assessed
- To take part in the review process, especially where this involves a child with a statement of special educational needs
- To keep records of work in order to highlight achievement or difficulties of individuals or groups.
- To liaise with the class teacher and the SENCO on matters of concern with regards to the child's work or behaviour.
- To regularly complete feedback forms to be returned to the SENCO



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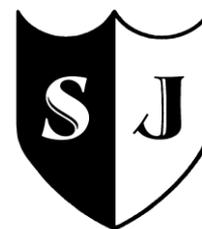
## **MONITORING CHILDREN'S PROGRESS**

Our system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Diminishes the attainment difference between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour



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## **RECORD KEEPING**

The amount of record keeping and its format will vary according to the stage at which the child is working on the special educational needs register. It is vital that as much evidence as possible is collected to support each stage. The SENCO will maintain a SEN folder containing each child's paperwork, a copy of the IEP (IBP) and any additional information. Teaching support staff will maintain records on the children they assist, containing the child's paperwork, IEP and additional information. Confidential documents are stored in a locked filing cabinet in the SENCO's room.

### **SEN register**

The school has a SEN register. Special needs procedures can be implemented at any time during the year. The SEN register is regularly updated and the codes below are used to indicate provision type and type of SEN.

### **Provision Type**

**N** - No Special Educational Need  
**K** – School Support  
**S** Statement

### **Type of SEN**

**SPLD** - **S**pecific **L**earning **D**ifficulties  
**BESD** - **B**ehaviour, **E**motional and **S**ocial **D**ifficulties  
**MSI** - **M**ulti –**S**ensory **I**mpairment  
**MLD** - **M**ild **L**earning **D**ifficulty  
**SLCN** - **S**peech, **L**anguage and **C**ommunication **N**eeds  
**PD** - **P**hysical **D**isability  
**SLD** - **S**evere **L**earning **D**ifficulty  
**HI** - **H**earing **I**mpairment  
**ASD** - **A**utistic **S**pectrum **D**isorder  
**PMLD** - **P**rofound and **M**ultiple **L**earning **D**ifficulty  
**VI** - **V**isual **I**mpairment  
**OTH** - **O**THer **D**ifficulty/**D**isability

## **THE NATURE OF INTERVENTION**

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of the earlier assessment. This may include:

- Different learning materials, resources or special equipment
- Reorganising classroom environment
- Some group or individual support
- Adapting teaching approaches to address learning styles of individual pupils

- Staff development or training to introduce more effective strategies
- Access to LA support services for one-off or occasional advice on strategies or equipment.

### **A Graduated Approach to SEN Support (Assess, Plan, Do Review)**

If a member of staff has raised a concern about a specific child, there will be a process of Assess, Plan, Do, Review. Assessments will be completed, information will be gathered and then interventions put in place. After a period of six weeks the intervention will be reviewed. If the child still has needs then the cycle will begin again. If after a minimum of two cycles the child continues to need intervention they may then be placed on the SEN register. All of this is done in consultation with the child, parents and staff. The support they receive will be known as SEN support.

It may be necessary to involve other professionals at this point. Some children may be seen as having enhanced support if they are receiving wave 3 type interventions or if other professionals are involved.

### **SEN Support**

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher, in consultation with the SENCO, will provide interventions that are additional to those provided as part of the usual differentiated curriculum. This will be called SEN Support. The triggers for intervention for SEN Support will be, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:

- Little or no progress even when teaching approaches are targeted, particularly in their identified area of weakness

