

St. Joseph's Catholic Primary School

‘Guided by Jesus, learning together, striving for excellence’



SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY 2024/25

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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.

“Leaders make sure that pupils with special educational needs and/or disabilities (SEND) get the help and support they need to be successful in school. They identify their needs swiftly and ensure that any barriers to learning are overcome. Leaders make sure plans are implemented effectively. All pupils with SEND achieve exceptionally well.” OfSTED April 2023

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 SEND 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.

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 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 settings and liaison with SENDCO's. Information gathering from parents will also be sought on entry to school at whatever point this occurs. The SENDCO 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.

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 SENDCO 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 SENDCO and Head Teacher. The LA also provides extra funding for the support of children with an Education Health Care Plan (EHCP). In meeting the needs of children we will provide at each stage:

- Quality First Teaching
- Enriched curriculum with opportunities for all
- Initial assessment
- Work set to meet the needs of the child
- RWI, Phonics, SALT, Wellcomm activities
- Extra curricula academic and non-academic clubs
- 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 including Educational Psychology, Speech and Language, Occupational Therapy, Specialist Advice from North Star Inclusion Advisory Team
- 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 SENDCO appropriate staff and professional development
- Ensure that there is a named Governor(s) with responsibility for overseeing SEN. The named Governor is Mrs. Andrea Mayne.
- Ensure that those who are working with children with an EHCP are aware of the nature of the child's SEND
- Ensure that the area of SEND is constantly under review in order that best practice is developed and maintained and that SEND is an integral part of the School Improvement Plan
- Report upon SEND 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 SEND or disability.

THE ROLE OF THE SENCO

The SENDCO's responsibilities include:

- Overseeing the day to day operation of the school's SEND 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 SEND 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 SEND resources

THE ROLE OF THE CLASS TEACHER

- To initially identify and assess the child's needs
- Provide QFT (Quality First Teaching) to meet the child's needs
- Provide suitable work to meet the child's needs
- Monitor the child's progress, set specific targets and inform parents
- Inform the SENDCO if the child is still not making appropriate progress and provide evidence of the child's special educational needs
- Maintain the necessary records and write IEPs
- 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 and pupils in the setting and reviewing targets

THE ROLE OF SPECIAL EDUCATIONAL NEEDS SUPPORT STAFF

- With reference to the child's IEP, carry out work as directed by the SENDCO
- To maintain records of work covered and examples of children's work so that progress can be assessed in each pupil's target book
- 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 SENDCO on matters of concern with regards to the child's work or behaviour.
- To regularly give feedback to the SENDCO

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

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 SENDCO will maintain a SEND 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 the locked SENDCO's room. Electronic files are maintained by the SENDCO and, where possible, electronic copies of all SEND files will be added to the school Network.

SEN register

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

Provision Type

N - No Special Educational Need
K – School Support
E- Education Health Care Plan

Type of SEND

SPLD - **S**pecific **L**earning **D**ifficulties
SEMH-Social Emotional Mental Health
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 SENDCO 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 SEND 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 SEND register. All of this is done in consultation with the child, parents and staff.

Pupils identified as having a SEND fall into one of two categories:

1. SEND Support

This means that the child requires support and intervention that is additional to or different from the support generally given to other children of the same age in a mainstream school. SEND support is to help children and young people to reach their outcomes or learning goals. These outcomes and goals are set for them by their educational setting, in collaboration with both child and parent. The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

2. Education and Health Care Plans (EHCPs)

An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood. As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective setting by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will strive to admit any pupil that names St Joseph's in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

The EHCP is a legal document and the school must follow its guidance. Within each of the SEN Information Reports, further detail can be found regarding the implementation, monitoring and reviewing of EHC plans.

Within each of the SEND Information Reports, further detail can be found regarding the implementation of the graduated response to SEN and how the cyclical model of assess, plan, do, review is actioned.

The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'; this is reinforced by the SEND Code of Practice. Class teachers are at the heart of these four stages of action approach; they are supported, guided and led by the SENDCo, and where appropriate, other specialist staff.

Staff training and improving practice

St Joseph's is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy. The school SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

Supporting pupils with medical conditions

St Joseph's recognises that students at school with medical conditions should be effectively supported so that they 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. Pupils who also have special educational needs (SEN) and have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The school's arrangements to support students with medical conditions can be found in our policy 'Supporting Pupils with Medical Conditions' on the website

Reviewing the policy

The policy is reviewed by the Senior Leadership Team and SENDCO and in conjunction with the Governors; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders. All members of staff are required to familiarise themselves with this policy as part of their induction programme and ongoing employment with St Joseph's. Given the ever changing climate of reform in the requirements for SEND for school effectiveness, we will review the SEND policy annually.