



St Joseph's Catholic Primary School **Special Educational Needs & Disability Policy**

Introduction:

At St. Joseph's Catholic Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

Principles:

The principles, which underpin our Special Educational Needs Policy at St Joseph's, reflect what is set out in the Special Educational Needs Code of Practice, January 2015. As a Catholic School, we believe that meeting a child's needs reflect gospel values. The respect for the gifts and needs of each individual pupil is essential, combined with an inclusive approach. This is embodied in our mission statement which is:

*"Jesus light our way on our faith journey.
Be our guide, our joy and our hope, as we learn, live, love and pray together."*

At St Joseph's we believe that the child is at the heart of the process and that the views, wishes and feelings of the child or young person, and their parents are crucial to ensuring the best possible outcomes for the child.

Objectives:

The specific objectives of our SEND policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To ensure that pupils with special educational needs and disabilities join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and involve outside agencies when appropriate.

The success of the school's SEND policy will be judged against the aims set out above.

Admission:

The admission arrangements for children with SEND are the same as the admission arrangements for all children. Prior to starting school, parents/carers of children with an



Education Health and Care Plan or pending Education, Health Care Plan will be invited to discuss the provision that can be made to meet their identified needs. Outside agencies are consulted to ensure smooth transition.

Identifying children with Special Educational Needs:

At St. Joseph's children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- School based assessments
- Concerns raised by parents
- Concerns raised by school staff
- Concerns raised by the pupil
- Liaison with external agencies
- Health diagnosis

The four areas of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate targeted support. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.



Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENDCO.

These are pupils who need interventions additional to or different from those provided through quality first teaching and intervention groups.

The Graduated Approach to SEND Support:

Where a child is identified as having SEND we use the graduated approach which incorporates interventions and a cycle of Assess, Plan, Do and Review. Provision for children with special educational needs is a matter for the whole school. The governing body, the Senior Leadership Team, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, who have important day-to-day responsibilities. All teachers are educators of children with special educational needs.

How do we identify if a child needs to be placed on the SEND Register?

Our first step in responding to a pupil's identified need is to ensure that Quality First Teaching, differentiated for individual pupils, is in place. The SLT and SENDCO ensure this



through planning and book looks, moderation, learning walks, drop ins and training to address the needs of the children.

We use Access to Education's Language and Literacy Continuum and Maths Tool Kit to assess children who are working below or significantly below Age Related Expectations. Teachers and classroom assistants do this together and provide the SENDCO with evidence of a child's academic ability.

We use this information to decide which level of support is required, Universal, Targeted or Specialist. Then we create Individual Target Plans (ITPs) from the continuum data. Teachers use these to inform their weekly planning. These ITPs also feed into the planning of 1:1 interventions delivered by class support staff. Depending on the level of need outside agencies and specialists may be involved. We always consult and involve parents when making these decisions.

How Do We Assess Progress?

The Language and Literacy continuum allows us to track steps of progress. However small, this progress is regularly reviewed. From this an Individual Target Plan (ITP) is generated. Sometimes external agencies are involved in making assessments and offering advice on how children can achieve their targets. Parents are always consulted and involved in making these decisions.

ITPs are reviewed formally on a termly basis with the SENDCO, but teachers and support staff use the ITPs on a daily basis so they are constantly being reviewed. Targets are changed as children achieve them. After our plan, do and review process, we may use specialist expertise, if we feel that the interventions are still not having an impact on individual progress. The school will record the steps taken to meet the needs of individual children and the SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for a formal statutory assessment, we will provide the LA with a record of our work with the child to date.

If a child joins St Joseph's and already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Partnership with Parents and Carers:

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school.



Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing statutory documents. The school will also update parents/carers with relevant information. Annually we will review our own SEND offer with parental consultation (See school website).

Monitoring and Evaluation:

The SENDCO monitors the movement of children listed on the the SEND register in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

Monitoring and evaluation can take the form of:

- Book looks
- Learning walks
- Drop ins on class teaching and support staff delivering interventions

The SENDCO is involved in supporting teachers and support staff, alongside the HLTA. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. In addition the SENDCO regularly feeds back to the governing body on the monitoring from across school.

Making a request for an Education, Health and Care Plan (EHCP) or a SEND Support Provision Plan (SSPP):

Following support within school, a pupil may still be making limited progress and therefore, in conjunction with external agencies, we may decide to make an application for an Education, Health and Care Plan (EHCP) or a SEND Support Provision Plan (SSPP).

The local authority will be provided with evidence of the pupil's progress over time including, among others;

- Previous target setting documents e.g. ITPs
- Records of meetings
- Records of a pupils medical or health requirements
- Attainment across core subjects
- External agency advice/reports
- Views of pupils/parents

The Education, Health and Care plan (EHCP) or a SEND Support Provision Plan (SSPP) is an exciting way of working that puts the child, young person and families at the very centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This is called person centred planning and is all about increasing



family choice and control. This process focuses on what is important for children and young people – what they want now and in the future.

The EHCP is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

Roles and Responsibilities:

The Governing Body:

A member of the Governing body, Rev Dr Dirk Hermans, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing body must do its best to ensure that the necessary provision is made for any pupil who has SEND. Alongside the Head teacher they:

- Determine the school's general policy and approach to provision for children with SEND
- Establish appropriate staffing and funding arrangements
- Are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- Ensure the SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- Ensure that the quality of SEND provision is continually monitored

The Head Teacher:

The Head Teacher, Mrs Michelle Ashley, has overall responsibility for the Code of Practice. In conjunction with the Governing Body, the Head Teacher will determine the appropriate staffing and funding arrangements, advise and inform the Governing Body of SEND issues, appoint a SEND co-ordinator and ensure the school meets its SEND responsibilities.

The Special Educational Needs & Disability Co-ordinator (SENDCO):

The named SENDCO for the school is Mrs Laura West. The Code of Practice makes it clear that the SENDCO plays a pivotal role in co-ordinating effective educational provision for children with special educational needs.

The responsibilities of the SENDCO include:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.



- Liaising with and advising colleagues and offering support and good practice.
- Advising and working with all Teachers and Teaching Assistants.
- Overseeing the records of all Special Educational Needs pupils and maintaining a register.
- Liaising with the parents of children with special educational needs.
- Contributing to the in -service training of staff.
- Liaising with external agencies, including educational support services, medical and social services and voluntary organisations and psychological services, involved with children with special educational needs.
- Keeping the Head teacher informed on issues concerning pupils with learning difficulties.
- Developing links with SEND Governing Body representative.
- Monitoring the progress of children with SEND and reporting findings to the Head Teacher and Governing body.
- Ensuring early identification of vulnerable and under achieving groups.
- Monitoring and evaluating SEND provision management within the school.

Our SENDCO has the following qualifications:

- Post Graduate Certificate in SEND Coordination - awarded by the University of Birmingham. This is a National Award for SEND Coordination.
- AET (Autism Education Trust) Level 2 certification.

The Class Teacher:

The responsibilities of the class teacher are:

- To inform the SENDCO about a child with learning difficulties beyond those which can be addressed within quality first teaching. Quality first teaching is that which is differentiated and personalised to meet the individual needs of the majority of children and young people. This is the first step in responding to pupils who have or may have SEND, as outlined in the 2015 Code of Practice.
- Where a pupil is identified as having SEND, the class teacher will take action to remove barriers to learning and put effective special educational provision in place.
- To consult with parents about concerns
- To plan and monitor work in conjunction with the SENDCO which may also be carried out by support staff

Support Staff:

The responsibilities of support staff are:

- To implement work set by the SENDCO or class teacher and ensure the child is following the targets on their Individual Target Plan (ITP) and keep appropriate records of provision



All school staff have a corporate responsibility for children with special educational needs. Teachers have a specific duty to adapt the curriculum to meet the entitlements of children with special educational needs, as stated in the 2012 Teachers Standards. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for children with special educational needs.

Compliments and Complaints:

Most complaints are easily resolved with class staff or Mrs West the SENDCO. However, if after consultation with them parents feel they have not received the outcome they would like. They will be directed to our Head Teacher Mrs Ashley, who will endeavour to resolve issues. She may direct parents to the Governing body if the needs arise.

We also encourage positive feedback from our parents and carers on our SEND provision. We operate an open door policy and are grateful for any feedback to improve our services to ensure the best outcomes for our children.

Date of this policy: **March 2025**

Signed by Mrs Laura West: SENDCO _____ *Lwest*

Signed by Mrs Michelle Ashley: Head Teacher _____

Signed by Rev Dr Dirk Hermans: Chair of Governors _____

Review Date: **March 2027**