



# St Joseph's Catholic Primary School Special Educational Needs And Disability Policy

Adopted: January 2018

Review date: September 2021

**SENDCo - Laura McCarten**

**Headteacher - Pauline McIlroy**

**SEN Governor - Christine Mudge**

**Tel No : 0151 477 8900**

## Section 1

### Introduction

Our SEN Policy reflects the:

- The SEND Code of Practice 2015
- Equality Act 2010
- Children and Families Act 2014

In accordance with section 19 of the Children and Families Act (2014) and the SEND Code of Practice (2015) this policy considers:

- The views, wishes of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as much as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them to achieve the best possible educational and other outcomes, preparing them effectively for adulthood (SEND Code of Practice, 2015 Section 1.1)

At St Joseph's all our teachers work with children with special educational needs. Working to meet the needs of these children is therefore regarded as a whole school responsibility.

A child has special educational needs if he/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
- He/she has a learning difficulty for which special educational provision needs to be made.

For children aged two or more, special educational provision is educational or training provision that is additional to, or different form, that made generally for other children or young people of the same age. Many children encounter difficulties in learning at some time during their school career. These may be slight and of short duration, or more severe and prolonged. The cause for concern may be of an academic, medical, physical, social, behavioural or emotional nature; exceptionally able children may also require special educational provision to be made for them.

Special Educational Needs are unique to each child and must therefore be assessed on an individual basis. However, whole class/whole school screening tests will play their part in highlighting when a pupil is falling significantly behind his/her peers. Teacher observation and parental concern will also serve as triggers for individual assessment.

All our pupils are entitled to receive an education that is appropriate to their needs and this is delivered normally within the classroom environment. The teacher's classroom management skills ensure a positive atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs.

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Laura McCarten (SENDCo)

Pupils with Special Educational Needs are helped to access the National Curriculum within the classroom by means of differentiated work, a range of teaching styles, information technology and appropriate groupings.

It is part of our school philosophy that any child perceived as having Special Educational Needs should be identified as early as possible and assessed; so that they may receive the support and guidance necessary to their development.

This policy applies to children at all stages of education provided at this school, including the Foundation Stage as well as Key Stages One and Two. Provision is made in partnership and with the support of parents and carers.

Additional information can be found in the Special Education Needs and Disability Section of the school website <http://stjosephshuyton.co.uk> and in the SEND Information Report.

## **Section 2**

### **Aims**

- To provide a system for the early identification and continuing development of children with Special Educational Needs.
- To raise the aspirations of and expectations for all pupils with SEN
- To provide a focus on outcomes for our SEN children
- To provide all staff with the knowledge, understanding and confidence to enable children with Special Educational Needs to achieve their full potential

### **Objectives**

- To identify and provide for pupils who have Special Educational Needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a whole school approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN policy
- To provide support and advice for all staff working with special educational needs pupils
- Help every child with special educational needs find their place in the life of the school and foster a positive self-image
- Give children with special educational needs access to the National Curriculum at an appropriate and challenging level for each individual
- Work effectively with parents and carers and with relevant outside agencies to fully meet the needs of children with SEN

### **Section 3 Identification and Assessment**

At St Joseph's we will identify the needs of pupils by considering the needs of the whole child that will include other factors beyond their special educational needs.

#### **Early Identification**

We recognise that if the child has an identified special need then the earlier action is taken, the more effective it is likely to be.

The first response to low/poor progress in a child should be high quality teaching targeted at their area of weakness.

Where progress continues to be less than expected the teacher should inform the SENDCo and the teacher should fill in a Teacher Concern Form.

- Pupils identified with SEN will have a Pupil Personalised Plan (PPP) written
- If the child does not have SEN but is struggling the SENDCo will offer or seek further advice and strategies to be used in the classroom
- All parents should be informed that their child has SEN. The PPP should be shared with the parents.

#### **Four Broad Categories of need outlined in the 2015 Code of Practice**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health issues
- Sensory and or physical needs

**Other factors that may impact on progress and attainment that are NOT SEN may include:**

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Summer born
- Pupil premium
- Looked after child (CLA)
- Being a child of a serviceman/woman

## Section 4

### A Graduated Approach to SEN Support

#### 'All teachers are teachers of SEN children' (Code of Practice 2015)

- All teachers are responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

At St Josephs we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Termly pupil progress meetings take place with the SENDCo to discuss pupils with SEN and any others causing concerns.

In deciding whether to make special educational provision, the teacher and SENDCo will be involved. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress will be considered. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, SENDCo will make arrangements to draw on more specialised assessments from external agencies and professionals.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place to remove barriers to learning.

The support provided consists of a four part process: Assess, Plan, Do, Review. This is an on-going cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows.

This cycle enables the identification of those interventions that are most effective in supporting the pupil to achieve good progress and outcomes.

#### Assess

This involves clearly analysing the pupils needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of parents. The pupil's views and, where relevant, advice from external support agencies, will also be considered. The analysis will require regular reviews to ensure that support and intervention is matched to need

and that barriers to learning are clearly identified and are overcome. The SENDCo uses a variety of assessments to support the class teacher in order to identify pupil's needs.

### **Plan**

Planning will involve the pupil, SENDCo, teacher and parents as appropriate to agree the support and interventions that are required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. Personalised Pupil Plans (PPPs) are put into place for children on SEN support and a section in the Class File will be created. Children and parents are informed and the targets are shared. Parents are invited to termly meetings with the class teacher to discuss the progress of the child against these targets.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis, even when interventions may involve group work or one-to-one teaching away from the class teacher. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses and advising of implementation of effective support will be provided by the SENDCo in conjunction with support and advice from outside agencies.

### **Review**

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support against the pupil's targets on their PPP. It will also take into account the views of the pupil and where necessary their parents. The SENDCo and class teacher will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments in consultation with parents and pupils.

## Section 5

### Managing Pupils Needs on the SEN Register

- Children who are at SEN Support will be on the school's SEN Register. They will be given a PPP that will be devised in conjunction with pupil, teacher, support staff and any other professionals involved.
- PPP's will be reviewed on a termly basis by the teacher, pupil and parents. PPP's will be discussed and monitored in pupil progress meetings.
- The level of provision a child receives depends on the individual child's needs.
- The teacher is responsible for ensuring the PPP's are kept up to date.
- If a child still remains a concern and is not making expected progress, outside agencies and specialist teachers may need to become involved. Statutory assessment (referral for an Education Health and Care Plan) may need to be considered and the involvement of the School educational Psychologist.

The school is able to call on the Educational Psychology Service (Win Little), Special Educational and Inclusion Services (SENIS), School Nurse, Speech and Language Therapy Service (SALT), Education Welfare Service, Child and Adolescent Mental Health Services (CAHMs) and Social Services. The school also has access to outreach services for the Visually and Hearing Impaired and to the Physiotherapy and Occupational Therapy.

### Referral for an Educational, Health and Care Plan (EHCP)

If a child has lifelong, or significant difficulties they may undergo a statutory assessment process, this is usually requested by the school but can be also requested by parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi-agency approach, assessing that need to plan provision and identify resources is required.

The application for an EHCP will combine information from a variety of sources.

- Parents
- Teachers
- SENDCo
- Social care
- Health professionals
- Educational psychologist

Information will be gathered relating to the current provision provided. The decision regarding whether a child is eligible for an EHCP is made by a panel of professional from Education, Health and Social Care. Parents have the right to appeal against the decision not to initiate a statutory assessment that leads to an EHCP.

Further information about the EHCP's can be found at Knowsley's Local Offer

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>

### **Criteria for exiting the SEN Register**

Where specific planned provision has been successful and significant progress has been made, pupils should be removed from the SEN register and progress monitored in class to ensure progress continues.

## **Section 6**

### **Supporting Pupils and Families**

#### **Parent Partnership**

Tel : 0151 443-3283

Email: [parentpartnership@knowsley.gov.uk](mailto:parentpartnership@knowsley.gov.uk)

#### **Admissions**

Pupils with Special Educational Needs and Disabilities will be admitted to St Josephs in line with the school's admissions policy. The school will use their induction meetings to work with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

#### **Transition**

St Joseph's has good links with local secondary schools and Foundation to KS1 and then KS1 to KS2 have strong transition routines. If an individual child requires extra support (e.g. social stories, extra visits etc) to transition to the next class this will be put into place.

## **Section 7**

### **Monitoring and Evaluation of SEND**

In order to make consistent, continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year.

- St Josephs evaluation and monitoring arrangements promote and active process of continual review and improvement for all pupils in line with the SEN Code of Practice.
- To ensure quality of our SEN provision the school will conduct regular audits which involves; lesson observations, book scrutiny, data analysis (including intervention programmes), pupil progress meetings, seeking of parent/pupil views, monitoring staff CPD, Termly SENDCo network meetings.

## **Section 8**

### **Training and Resources**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. These needs are identified through staff performance management.
- All teachers and support staff undertake induction on taking up a post, this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school SENDCo regularly attends the SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## **Section 9**

### **Roles and Responsibilities.**

#### **SENDCo**

The Social Needs Coordinator (SENDCo) at St Joseph's is Laura McCarten

The role of the SENCo is :

- To oversee the operation of the SEN Policy and co-ordination of provision for children with special educational needs.
- To liaise with and advise teachers and teaching assistants
- To maintain the schools special needs register and oversee individual children's needs
- To liaise with external agencies including the LA's support and educational psychology services, health and social services
- To seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs
- to support teachers in the writing of PPP's
- to be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use.

#### **The Role of the Head Teacher and Governing Body**

The Governing body have identified a governor - Christine Mudge - to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

(For roles of governing body see Code Of Practice Section 1:16-22, 1:39)

#### **The Role of Teaching Staff**

All teaching staff and assistants are responsible for differentiating the curriculum for pupils with special educational needs and for monitoring their day to day progress in order to plan for their needs.

The SENDCo will review and monitor the progress made by SEN children, through tracking results of summative assessments. All staff will work closely with the SENDCo to keep her fully informed of pupil need.

## **Section 10**

## **Storing and Managing Information**

Information collected about a pupils SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils parents, the head teacher or the SENDCo, unless the school has safeguarding issues.

Confidential information regarding a pupils SEN is kept in the pupil's SEND file. This is kept in a locked filing cabinet in the SENDCo office.

## **Section 11**

### **Reviewing the Policy**

The SEN policy will be reviewed annually.

## **Section 12**

### **Accessibility: Access for Disabled**

To ensure access for pupils or parents with disabilities the school has disabled access as described in the school's Accessibility Plan. Please also see Local Offer on the school website for SEN information.

## **Section 13**

### **Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher will arrange a further meeting with the parent/carers.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the head teacher. If the Head is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor. The chair of governors will be involved after other avenues to resolve this situation have been exhausted.

## **Section 14**

### **SEND Information Report**

The SEND Information report can be found on the school website.

