

# SEND policy and information report

## St Joseph's Catholic Primary School



Approved by:  
Achievement and  
Standards/Teaching  
and Learning  
Committee

Date: 7.3.2019

Last reviewed on: March 2019

Next review due by: March 2022

Head teacher: Mrs C Bryan

## Contents

Aims.....	2
Legislation and guidance .....	3
Definitions .....	3
Roles and responsibilities .....	3
SEN information report.....	4
Monitoring arrangements .....	10
Links with other policies and documents .....	11

## Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## Safeguarding

All staff plan their learning for pupils in this subject by adhering to the guidelines laid out in 'Keeping Children Safe in Education 2018'.

This Policy covers all offline and online activity by the same principles and is used in conjunction with our related policies for Equal Opportunities, Disability Access Arrangements, SEN and Inclusion, Racial Equality and Harassment, Catholic Life (including Prevent strategies and SMSC) and the schools' Behaviour Policy/Code of Conduct.

## Mission

*"To provide a happy, secure environment in which children will learn respect and tolerance for others and knowledge of and reverence for the Catholic faith, while pursuing a creative curriculum which will enable them to develop their mosaic of intelligences."*

## Purpose of study

As a Catholic School, St Joseph's recognises the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all children.

We believe that every teacher is a teacher of every pupil; including those with SEN.

## Legislation and guidance

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

## Definitions

A pupil has SEN 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 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.

## Roles and responsibilities

### The SENCO

The SENCO is: **Mrs K Leech** ([senco@st-josephs-droitwich.worcs.sch.uk](mailto:senco@st-josephs-droitwich.worcs.sch.uk))

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing body 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 SEN up to date

## **The SEN Governor**

The SEN Governor is: **Mr Steve Atkins**

They will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **The head teacher**

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **SEN information report**

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

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

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical needs

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

SEN pupils are identified using The Code of Practice 2015

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.

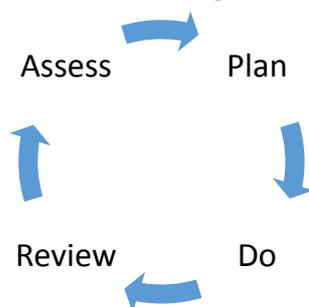
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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.

### Our approach to teaching pupils with SEN

High quality first teaching and additional interventions are defined through regular, open dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy 2018)

**Assess:** Teachers continuously assess how the children are progressing within lessons. There are also more formative assessments at least termly to indicate progress.

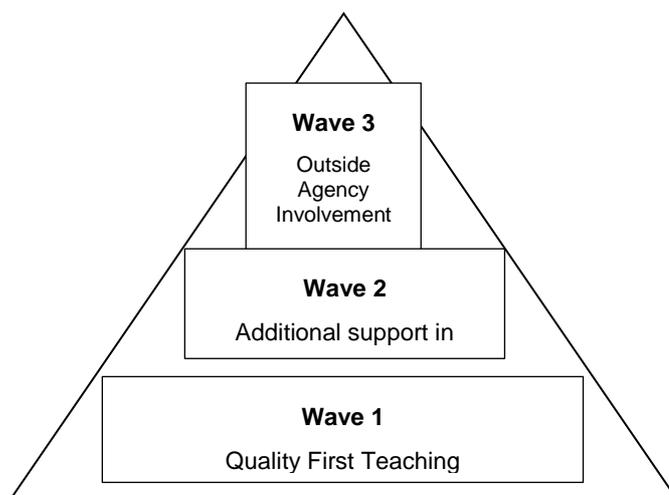
**Plan:** Staff plan a series of lessons around a theme based on the ability of their children and the National Curriculum expectations for each Year group. These activities are differentiated so that all learners can access the objective. Consideration at this stage is also given to the groupings within the class and any additional adult support which may be needed.

**Do:** The classes participate in the lessons as planned by the teacher and supported by the TA.

**Review:** The children assess their own learning, indicating how well they have understood the work and the teacher marks the work, giving positive and constructive feedback. The teacher then uses the information gained from this lesson to feed into the Assess part of the cycle.

The SEN Code of Practice (2015) identifies pupils as having SEN if they do not make at least expected progress once they have had Quality First teaching and additional support. Pupils will then be placed on the school's SEN register. As part of the Assess, plan, do, review cycle

outcomes and targets will be identified. Strategies, support and interventions will then be discussed with parent, pupil and teacher.



Strategies may include:

- Providing different learning materials, resources or special equipment
- Introducing group/individual support within class.
- Staff training to introduce effective strategies to support particular needs.
- Staff training to develop targeted intervention programmes.
- Consulting specialists to advise on effective provision for these students who, despite support, continue to have prolonged difficulties.

All pupils on the SEN register will be included on the school's Provision Map. This is an overview of additional support provided for each individual.

Class/ subject teachers will monitor pupils with SEN support as part of their ongoing day to day practice.

The effectiveness of the support and intervention and their impact on the pupils progress will be reviewed on a termly basis by the teacher in consultation with the pupil and parent.

For a small minority of pupils who may have very complex needs, the school or parents may consider requesting an Education Health Care Plan Assessment.

### **Consulting and involving pupils and parents**

The SEN Core offer is available on the school website and we also encourage parents to make reference to the Worcestershire Local Offer as a source of information.

St Joseph's recognises the need for school and parents to work alongside each other for the benefit of the children, parents are able to meet with the SENCo and class teachers to discuss the needs of their child. The school may seek support for families from the Early Help Hub if this is required. If an outside agency is asked to work with a child, there is always the opportunity for

parents to have a discussion with the worker first to share their concerns and any reports and recommendations are always discussed with the parents.

Children with additional needs are eligible to sit any external tests (SATs) if they are working within the required levels. The needs of these children are carefully considered to ensure they have access to the test appropriate to them.

Careful consideration is made when the children move from class to class, across key stages or to another school. The teacher's liaise with their colleagues to ensure all information about an individual's needs are shared. A transition plan may be devised to ensure the children feel safe, secure and supported when moving from one setting to another.

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

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their progress and attainment tracked at Pupil Progress meetings
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a child who has been receiving SEN support manages to close the gap and the need is no longer there, with parental consultation, they may be taken off the register.

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

We aim to make times of transition as easy as possible for all children.

Prior to pupils entering Reception Class we:

- meet each child and their parents during a home visit to talk about their child's needs and answer any questions about school.
- hold a New Intake evening for parents

When pupils move to a new class we:

- hold a 'transition morning' to introduce the child to their new teacher, classroom and routines/expectations
- discuss needs with the previous teacher at a handover session when all relevant information is passed onto the new teacher so they are fully aware of any specialised requirements for each child

When pupils move to secondary school we:

- arrange an induction session at the new school
- liaise with SENCO of the receiving school
- ensure all assessment and other information is handed over to enable the new school to prepare

Additional transition visits, accompanied by school staff, can be arranged in order to support familiarisation with the school and new staff. If a pupil has an Education Health and Care Plan the Secondary SENCo will be invited to their Y6 annual review to ensure the new school is aware of the pupil's individual needs. When pupils move to secondary school, special needs records and details of individual requirements will be discussed and passed on to the Secondary SENCO.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Each class has teaching assistants who support the class teacher to ensure the quality first provision within classes. Teaching assistants are used in a variety of ways: to lead intervention groups, to pre-tutor, to revisit any misconceptions to name a few. Reception class operates a free flow system.

Additional provision such as 1:1 adult support is offered to help pupils with specific needs or those with an EHC Plan meet the targets outlined on their plans.

### **Expertise and training of staff**

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school in the following areas:

- Smart Moves
- Differentiation
- Fine Motor Skills
- Phonics
- Rapid Reading
- Lego Therapy
- Speech and Language
- Social Skills
- Listening Skills
- Memory Development

Key members of staff also work alongside the speech therapist to deliver specific targets set out by the therapists on a 1:1 basis. We have established intervention groups based on the needs of the pupils and the expertise of our staff.

One of our TAs is a Communication TA (main link with Speech and Language; receive regular updates and training opportunities through cluster groups)

### **Securing specialist expertise**

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, the school will engage with relevant external services.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly

In all instances the pupils and their parents will be kept fully involved in the process.

We work with the following agencies to provide support for pupils with SEN:

- Learning Support Team
- Speech and Language Therapy (SALT)
- Outreach Team
- Occupational Therapy
- Behaviour Support Team
- Complex Communication Team
- Educational Psychologist
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Where there are concerns, a risk assessment is carried out to ensure the safety of all pupils for trips and visits.
- All pupils are encouraged to go on our residential trip to The Pioneer Centre.

- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. if it is safe and appropriate for them to do so.

### **Support for pupils with disabilities**

- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities
- Compliance with legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEND) Policy
- Our Admissions Policy does not discriminate against a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

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

#### **PASTORAL**

We recognise that pupils with SEND can sometimes experience a range of social and emotional challenges. As well as a whole school focus on social and emotional wellbeing through our PHSE teaching, we offer a range of interventions to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex and therefore we seek to ensure the provision we offer in this regard is highly personalised and generated through discussion with pupils and their families.

#### **PEER / SIBLING SUPPORT**

It is sometimes appropriate for us to offer support to the peer groups/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. circle times). At other times this takes a more general form, such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school.

#### **BULLYING**

The school holds a clear position on bullying and all pupils are taught to distinguish bullying from isolated acts of unkindness. There is a range of assemblies and whole school events linked to anti bullying and class teachers are vigilant in monitoring behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

### **Complaints about SEN provision**

Refer to school complaints policy. Parents can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS) <http://www.worcestershire.gov.uk/cms/parent-partnership.aspx> For further concerns parents can contact SEN Services: [SEN@worcestershire.gov.uk](mailto:SEN@worcestershire.gov.uk) for mediation services

**Local Authorities are required to set out and publish a ‘local offer’. This will explain how they will work with parents, children, young people, local schools and colleges, as well as other agencies such as Health Services. The hope is that this will encourage a joined-up process when delivering services for mainstream and disabled children and young people. The Worcestershire Local Offer can be found at: <http://www.worcestershire.gov.uk/sendlocaloffer>**

### **Monitoring arrangements**

This policy and information report will be reviewed by the Head teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.