

St Joseph's RC Primary School

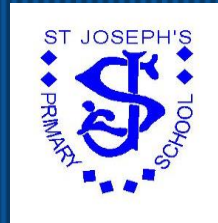
Special Education Needs Policy



Review Date: October 2022

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Special Education Needs Policy



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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

There are four broad areas of need that may be identified and planned for:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Manchester that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

~ENJOY, LEARN ACHIEVE~

St Joseph's is proud to be a Catholic School. Everything we aim to achieve will be based on the teaching and practice of the Catholic Church. Through this Catholic ethos we strive to develop in the school community respect and care for everyone.

In partnership between staff, children, parents, parish and the wider community we want to give every child the opportunity to fulfil their potential by developing their own gifts and talents. We aim to create a successful learning environment where all feel welcome, safe and part of the community. We wish through the whole life of our school for every child to realise their own worth and value.

I. Aims and objectives 'Every Teacher is a Teacher of SEN'.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National
- Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.
- Enable staff to respond appropriately to the needs of their pupils.
- To ensure that the staff and governors' fulfil their statutory responsibilities in this area

Objectives:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCos.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the [SENDCos and Head Teacher] and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. St Joseph's R.C. Primary School receives further support from Schools and Families Specialist Service, Education Psychology Service, Speech and Language Therapy, specialist teachers; outreach support from local specialist schools (Birches and The Grange).
- **Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

2. Responsibility for the coordination of SEND provision

- The people responsible for overseeing the provision for children with SEND:
- Mrs E. Bird (EYFS and KSI SENDCo)
- Mrs K. Nathaniel (KS2 SENDCo)
- Mr Zaidi (SEND Governor)

ebird@st-josephs-manchester.sch.uk

knathaniel@st-josephs-manchester.sch.uk

3. Arrangements for coordinating SEND provision

The SENDCos will hold details of all SEND Support records such as the SEND Register, provision maps, and records of meeting.

All staff can access the following documents within a class SEND file:

- St Joseph's SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles, Access to Learning Plans and Provision Maps where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Manchester SEND Local Offer.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education,

Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

5. Specialist SEND provision

St Josephs is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10.

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Allocation of resources for pupils with SEND and facilities for pupils with SEND

A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered. All pupils with S.E.N.D have access to the SEN budget. Additional Support T.A.s are employed to support the provision of S.E.N.D as needed. It is the responsibility of the SLT AND SENDCos to agree the allocation of resources used. A number of SEND pupils may also receive intervention by pupil premium allocation or access to our KS2 Nurture class. If a child has a significant need that we feel the school needs support to assess and cater for then an EHCP application may be made to the Local Authority.

7. Identification of pupils needs

Identification:

See definition of Special Educational Needs at start of policy.

We seek to identify pupils making less than expected progress given their age and circumstances. This can be categorised by progress which:

- Is significantly lower than that of peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the gap between a child and their peers.
- The attainment gap widens.
- Fails to make progress with wider development or social and emotional needs.
- Fails to make progress in self-help, social and personal skills.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for all pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and the child's parents will be contacted and their child's needs discussed.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable them to better understand the provision and teaching style that needs to be applied.
4. The SENDCos will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support:

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCos should carry out a clear analysis of the pupil's needs. This should draw on subject assessments,

teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing to form the pupils Access to Learning Plan.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, SENDCos and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This process will create the pupils Access to Learning Plan.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The teacher will remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCos.

Review

Reviewing pupil progress will be made at termly Pupil Progress Meetings. The review process will evaluate the impact and quality of the support and interventions. The SENDCos will revise the support and in light of pupil progress and development, making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-

agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCos and class teacher if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCos
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
www.manchester.sendlocaloffer.org.uk

or via link on the school's website
<http://st-josephs.manchester.sch.uk>

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Manchester City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCos will consult with parents for other flexible arrangements to be made.

Ensuring Access to the Curriculum for Pupils with SEN:

The SENDCos and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback
- Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group teaching is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

The Headteacher Mrs E. Eccles oversees the Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services.

10. Evaluating the success of provision

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

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The school offer an Open Door policy where parents can access the SENDCo and the class teacher. Further feedback from parents can be given at any time through email contact available on the school website.

11. In service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCos attend relevant SEN courses, LA SEN Network meetings and further meetings. Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCos, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

12. Complaints Procedure

Please see the schools complaints policy for information on how to make a formal complaint.

13. Working in partnerships with parents

St Joseph's believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

The SENDCos provide support to teaching staff. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCos may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

14. Links with other agencies and voluntary organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCos and Headteacher who will then inform the child's parents.

St Joseph's invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCos and Headteacher are the designated persons responsible for liaising with the following:

- Catalyst Education Psychology Service
- Social Services
- NHS Speech and Language Service and The Speech Bubble
- Language and Learning Support Service
- Child and Adult Mental Health Services (CAMHS)
- Specialist Outreach Services
- School Nurse
- Play therapy
- Caritas Counselling Service
- Advice and Support Services (IASS), formerly known as Parent Partnership Service.

15. Medical needs

St. Joseph's School is an inclusive community that welcomes and supports pupils with medical conditions.

Our school provides all pupils with any medical condition the same opportunities as others at school. We have a medical needs policy which details arrangements further.

Signed _____ [Mrs. E. Eccles] (Headteacher)

Date _____

Signed _____ [Mrs Bird] (SENDCo)EYFS, KS1

Date _____

Signed _____ [Mrs Nathaniel] (SENDCo)KS2

Date _____

Review

October 2022

Next Review Date *October 2023*

This policy will be reviewed annually.