



*In the Light of Jesus
we Learn to Shine*

Special Educational Needs and Disability Policy

Ratified by Governors

Date: September 2023

Document Status	
Reviewed	September 2023
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Approval Body	Governing Body
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This policy must be reviewed annually

STATUTORY

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



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



*St. Alban
Catholic Schools'
Partnership*

Rationale and Purpose:

In keeping with the spirit of our Mission Statement, our Special Educational Needs and Disability policy is positively based on a sense of love and respect for each individual.

We believe that each child is made in God's image and is a unique individual. Through the teaching of Christ, our relationships are based on a sense of love and respect for each individual.

Following in the footsteps of Christ we work, play, pray and grow together.

"I am the light of the world: He that follows me shall not walk in darkness, but shall have the light." (John 8:12)

Working in partnership with other agencies, we aim to provide a positive educational experience for all pupils including those with additional needs. St. Joseph's is committed to removing barriers to learning to give all pupils every opportunity to reach their full potential. As pupils with SEND move through St Joseph's they are supported to grow, flourish and become independent learners. We strive to offer a broad and balanced curriculum, which is differentiated to enable children to achieve success and raise their self-esteem and mental wellbeing. We provide an environment where all children feel safe and secure.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Education Act 1996
- SEND and Disability Act 2001
- SEND Code of Practice: 0 to 25 years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014 - Updated December 2015)
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Accessibility Plan
- Teachers' Standards 2012

This policy should be read in conjunction with the following:

- Equal opportunities policy
- Managing pupils with Medical Conditions policy
- Educational Visits policy
- Teaching and Learning policy
- Child Protection and Safeguarding policy

School Admissions and Inclusion

The Governing Body applies the Local Authority admissions criteria which do not discriminate against pupils with Special Education Needs or Disabilities, and its Admissions policy has due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act 2001. Parents or Carers seeking admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Aims and Objectives

This policy should be read in conjunction with other key school policies.

All class teachers are teachers of children with Special Educational Needs and/or Disabilities (SEND) and are responsible, through first quality teaching, for meeting their needs with the advice and support of the school's SENDCo, learning support staff and external professionals.

The aims and objectives of this policy are:

- to create an environment in which all pupils feel happy, and are valued members of our Christian community, who are included in the life of the school;
- to enable all children to have full access to all elements of the school curriculum;
- to work in partnership with parents to ensure that pupils' Special Educational Needs and/or Disabilities are identified and assessed and that strategies are developed to meet those needs, whilst providing a secure environment for the children's educational, spiritual and emotional development;
- to make clear the expectations of all partners in the process by clarifying roles and responsibilities in accordance with the SEN & Disability Code of Practice 2014;
- to ensure that our children are included in this process;
- to provide equal opportunities and encourage all children to reach their full potential in all areas of experience.

The school will provide a caring and sensitive environment in which those children with Special Educational Needs and/or Disabilities gain in confidence and develop according to their ability. We have high expectations of all our children and aim to achieve these through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- have different physical, educational, emotional and behavioural needs and aspirations;
- have different learning styles and require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children, initially through the differentiated curriculum or, if appropriate, through an Education, Health Care Plan/Personalised Learning Support Plan or through other intervention strategies;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

Definition of Special Educational Needs and/or Disabilities:

The Special Educational Needs and Disabilities Code of Practice (2014) defines 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 him or her.

A child or 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. They may require additional resourcing over and above that which is normally provided by a mainstream school
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

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 they will be taught.

The SEND code of Practice (2014) outlines the four broad areas of need, namely:

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

It may not be uncommon for a child or young person to have needs from a combination of these areas.

Some pupils may have other needs such as English as an Additional Language or behavioural difficulties. Whilst these difficulties will be addressed, they are not in themselves a Special Educational Need.

Factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues may manifest through challenging behaviour; in these cases, a Special Educational Need may be identified.

The Equality Act (2010) defines a child as having a disability if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

These pupils will have specific targets, which aim to meet their needs. These targets will be detailed in an Education, Health Care Plan/Personalised Learning Support Plan and the vast majority of needs will be met from within the school's own learning support provision.

Needs will be identified at an early stage and monitored. The criteria for identifying children is based upon teacher assessment, parent's views and advice from other professionals.

Special Educational Need and/or Disabilities Provision:

In line with the SEND Code of Practice 2014 when reviewing and managing Special Education and Disability provision there are four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical Needs. This policy works alongside and in conjunction with the 'Local Offer' offered by Luton Borough Council Local Authority and various other school policies including: Teaching & Learning, Behaviour & Discipline, Care & Control, Disability & Equality, Pupil Premium, Attendance and Safeguarding.

A pupil has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require such support.

Assessment of pupil's current skills and levels of attainment on entry are assessed and this builds on information from previous settings and key stages where appropriate. Progress is carefully monitored through regular assessments and this helps to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

Identification

It is vital that children with SEND are identified as early as possible and that staff are also alert to any emerging difficulties at later stages. Monitoring progress is a continuous and rigorous process in our school and any child experiencing difficulties will be quickly identified. Using teacher observations and assessments, records from feeder schools and information from parents, we are quickly able to build an overall picture of a child's barriers to learning and their subsequent needs.

We will inform parents at the earliest opportunity, of the school's concerns and the provision which is being made for their child and we will expect to work closely with parents as their child progresses through the school.

The identification, assessment and provision for SEND is a matter for the school as a whole. All teachers are teachers of children with SEND.

Graduated Approach to SEND support - Assess, Plan, Do, Review:

Class teachers are responsible and accountable for the progress and development of all 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 SEND. At St Joseph's Catholic Primary School, the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes providing training to improve teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the most recent developments in SEND. Similarly, interventions might also be put into place to meet a child's individual needs and these are monitored regularly.

When a teacher/parent has concerns about a child, these concerns will be discussed with the SENDCo. Concerns may take a range of forms:

- a child may be failing to make progress in a particular area or in all areas despite a differentiated curriculum.
- assessments may indicate a learning difficulty.
- a child's behaviour may be the cause of concern.
- a child may need adaptations to the curriculum/environment due to a physical need/disability.

The SENDCo and teacher will decide on a course of action. This may be a strategy to be implemented in the classroom, or identify appropriate interventions to secure better progress.

Any action or intervention will be discussed with the parents either immediately or at the next Parents' Consultation Meeting.

If the initial concern continues despite the action taken then the class teacher, in consultation with the SENDCo, offers interventions that are different from or additional to the school's usual working practices. These may be outlined in a Personalised Learning Support Plan (PLSP). Parents are invited to attend a meeting with the class teacher to discuss the intended outcomes and how they too can help their child. The Personalised Learning Support Plan is reviewed regularly with parents in order to identify the next stage of action.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will involve external specialists to offer advice and further support. Parents are always involved in any decision to involve external support.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care needs assessment may be made to the Local Authority (LA). This request may be made by the school in consultation with the parents, or directly by the parents. In either case a range of written evidence about the child will support the request.

Following an Education, Health Care needs assessment an Education, Health Care Plan (EHC) may be issued. Parents and the child/young person will be consulted throughout the process of assessment and production of an EHC plan. The needs of the individual child and young person, sits at the heart of the assessment and planning process. Formal reviews of the EHC plan must take place at least annually.

Strategies to support children at all stages will usually be implemented within the classroom, although some additional support, as indicated in a Personalised Learning Support Plan may be provided on an individual or small group basis with support staff or other SEND teachers.

Termly School Liaison Meetings (SLMs) are held to build on existing good practice and to provide collaborative working between a range of key professionals in order to support children in our school, which is effective and outcome driven.

Roles & Responsibilities:

It is the role of the SENDCo to:

- oversee the day-to-day operation of the school's SEND policy in consultation with the Headteacher and Deputy Headteacher;
- co-ordinate the provision for, and manage the responses to, children's special needs;
- liaise with the relevant Designated teacher where a looked after pupil has SEND;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;

- liaise with parents of pupils with SEN and/or disabilities;
- be a key point of contact with external agencies, including the Local Authority and its support services;
- liaise with staff at pre-school settings, nursery and high schools to ensure smooth transition of children with special needs and/or disabilities from one phase to the next. This could include additional transition arrangements in consultation with pupils and their parents;
- ensure that appropriate transition takes place between year groups for pupils with special educational needs and disabilities;
- support and advise colleagues and contribute to the professional development of all staff;
- ensure that the school keeps the records of all pupils with SEND up to date;
- monitor and evaluate the special educational needs and/or disabilities provision and report to the governing body through the link governor;
- work with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The SENDCo is Mrs Maria Ryan

Access to the curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

We recognise that other children may have special needs and/or disabilities.

More Able pupils

More able children may also have Special Educational Needs and/or disabilities and these needs are deemed to be of equal importance.

Children with English as an Additional language

Children for whom English is not their first language may also have special needs. These children are supported to ensure that they acquire the necessary language skills to enable them to fully access the curriculum. This support will be in class or sometimes through withdrawal groups. Teachers are aware of the needs of EAL children and will adapt their teaching style appropriately.

As a school, we emphasise the importance of ensuring that EAL children are given work appropriate to their ability but with modifications to take account of their less familiarity and confidence with the English language.

Personalised Learning Support Plans

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

For pupils on the SEND register, Teachers/Teaching Assistants and the SENDco may develop a Personalised Learning Support Plan in conjunction with the pupil and their parents.

Personalised Learning Support Plans are used as a small-steps approach to enhance the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success in their learning. This tool is used to engage children in positive discussions about their learning, their needs and strategies they could use to support them to access the curriculum.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside of the classroom. The school also provides a nurture environment for children transitioning to EYFS: 'Green Class'. In this environment, children may have particular sessions or learning that are catered for their individual needs, usually alongside other children. These sessions are planned by the SENDCo in conjunction with the child's usual class teacher.

Personalised Learning Support Plans are seen as part of the school's overall system of record keeping. Monitoring the effectiveness of PLSPs is part of the school's overall planning and target setting processes. PLSPs are continually kept under review and the success of all PLSPs are evaluated at least twice a year. Copies of each pupil's PLSP targets are available to support provision groups across the school.

SEND Funding:

SEND funding is allocated to the school by the Local Authority via the formula budget. Additional funding is also allocated for children who have an EHC plan. The funding is used to provide children with SEND the extra resources required to meet their individual learning needs. This may include employing teaching assistants and purchasing specialist teaching materials.

Role of the Governing Body:

The Governing Body has due regard to the Code of Practice and the Disability Discrimination Act when carrying out its duties toward all pupils with Special Educational Needs.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with Special Educational Needs and/or Disabilities. The SEND governor ensures that all

governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The SENDCo reports termly to the Governing Body and annually reviews the schools' policy in consultation with the Headteacher.

The school welcomes the opportunity to resolve all concerns through discussion of the issues at the widest level. Should parents be concerned about any aspect of their child's Special Educational Need and/or Disability they should contact the Class Teacher or the SENDCo, in the first instance, and then the Headteacher. The formal complaints procedure is to put any complaint in writing to the Governing Body.

Working in partnership with Parents:

Parents have much to contribute to our support for children with Special Educational Needs and/or Disabilities. The school works closely with parents in the support of those children, encouraging an active partnership through ongoing dialogue, joint planning and responsibility. The home-school agreement is central to this shared approach to education.

Parents are consulted regularly and encouraged to participate in their child's educational development. Termly meetings are held to share the progress children have made against individual targets and any external support or intervention is discussed and agreed. Reports from outside agencies are shared with parents and outside agencies will meet with parents if requested. When a decision has been made to apply for an Education, Health Care needs assessment. Parents are encouraged to make written contributions and to attend annual reviews when a child has an EHC plan.

Confidentiality will be respected at all times. In accordance with whole school policies all staff will respect the confidentiality of all information relating to pupils and their families. All staff will implement confidentiality with regard to information and policy decisions taken by the Governing Body.

Working in partnership with Children:

In our school all children are encouraged to take responsibility and to make decisions. Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their own performance.

Data Protection

In line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018, we hold pupil data and information while they attend St Joseph's Catholic Primary School. We may also keep it beyond their attendance if this is necessary in order to comply with our legal obligations. Please refer to the Privacy Notice, which is available on the school website.

In order to support children with Special Educational Needs and/or Disabilities and to ensure that they receive the most appropriate educational and pastoral support to meet their needs, we routinely share information with the Department for Education and/or local authority, Ofsted, schools that children transfer to, support staff and external professionals and other statutory bodies. We do not share information about our children with anyone without consent unless the law and our policies allow us to do so.

Monitoring and Review:

The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCO will ensure:

- regular reviews of the progress of children with Special Educational Needs and/or Disabilities conducted by class teachers in consultation with the SENDCo and/or support staff;
- meetings with parents, staff and other professionals take place as appropriate;
- progress monitored by teachers' reports, test results and assessment tasks;
- improved behaviour and/or attainment levels;
- improved performance within the classroom and an increase in the child's confidence and self-esteem;
- improved or continued inclusion in all aspects of school life, especially in cases of additional need e.g. medical or physical disability;

Evaluating Success:

The success criterion for this policy is as follows:

- classroom planning and practice being monitored by SLT, SENDCo and Subject Leaders
- the management of resources, and the teaching and learning practices ensure that the needs of
- all the pupils are met
- pupil's with SEND are identified early
- best practice is used for intervention strategies
- pupils are actively involved in reviewing interventions and evaluating their progress
- educational professionals and parents work in partnership
- interventions are monitored and reviewed regularly for each pupil

Next review September 2024