

St Joseph's Catholic Primary School, Malmesbury

Special Educational Needs and Disabilities Policy



“Walking in the footsteps of Jesus, loving and serving together”

At St. Joseph's Catholic Primary School, we firmly believe in providing every possible opportunity to develop the full potential of our children whatever their needs or disabilities. All children have the right to an inclusive, broad, balanced and relevant curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.

Definition of Special Educational Needs and Disability (SEND)

“Children have a special educational need if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

Code of Practice (2014)

Special educational provision means

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the Local Authority, other than special schools in the area”.

See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p.6.

Aims

As a school we aim to identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made to ensure good progress and raise attainment. Staff and governors agree that every child with special educational needs or a disability has a right to achieve at our school.

Objectives

At St. Joseph's we promote a happy, relaxed learning atmosphere with a positive emphasis on good work. The environment of the school enables children with special needs to feel safe and secure.

The objectives of our policy are:

- To identify, at the earliest opportunity, any barriers to learning and participation for pupils with SEND

- To identify children who need SEND support following a process of careful monitoring and assessment. We will ensure that the children will receive Quality First Teaching in the classroom and that effective classroom strategies are adopted and implemented
- To discuss with parents and carers their children's strengths and difficulties, alongside recent assessments and a review of targets identified in One Page Profiles/My Support Plans or Education Health Care Plans (EHCP)
- To take into account a pupil's views and wishes in order to develop high levels of pupil confidence and a closer partnership with pupils and support them to take ownership of their learning and progress
- To ensure all pupils with special educational needs and disabilities have full access to the school curriculum
- To follow a four-part cycle of "Assess, Plan, Do, Review" taking a graduated approach to interventions, choosing the most effective intervention available and regularly and carefully monitoring its impact on a pupil's learning and progress
- To ensure that the children have the opportunity to be heard and where appropriate, children will be included in regular discussions about their learning.
- To work closely with external agencies and the Local Authority, where appropriate, to support the needs of individual pupils, ensuring there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure support for pupils with medical conditions, ensuring full inclusion in all school activities through consulting with health and social care professionals as necessary.
- To identify the roles and responsibilities of all staff in providing for children's SEND.

Roles and Responsibilities for Managing SEND at St Joseph's

The Role of the Governing Body

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Development Plan.
- The quality of SEND provision is continually monitored.
- The school takes all steps not to discriminate against SEND children in their admissions arrangements, in the education-and associated services provided by the school for its pupils, or in relation to exclusions from the school.
- No child with Special Educational Need or disability is treated less favourably than any other child.

Role of Special Education Needs and Disability Coordinator (SENDco)

- Coordinating the provision for and managing the responses to children's special needs
- Managing day-to-day operation of the SEND policy
- Supporting and advising colleagues
- Liaising with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Contributing to the in-service training and professional development of all staff
- Liaising and collaborating with the SENDCos in other schools (through SENDCo cluster meetings) in order to keep abreast of local initiatives
- Ensuring that there is appropriate provision to meet the objectives for children with Education Health Care Plans
- Monitoring and evaluating the special educational needs provision and reporting to the governing body
- Managing a range of resources, to enable appropriate provision for children with special educational needs

Currently the SENDco is Mrs Helen Lever.

Role of the class teacher

- Providing high quality teaching for all children
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil and using the Wiltshire Graduated Response to SEND Support)
- Regularly reviewing the impact of any adjustments, interventions and support.
- Ensuring pupils with SEND are included in the classroom by providing an appropriately differentiated curriculum
- Supporting the child to articulate their own viewpoint and enable them to set their own targets
- Documenting and maintaining records of targeted adjustments, intervention and support for children with SEND on One Page Profiles, My Support Plans and EHCPs
- Maintaining responsibility for the child's progress by documenting and reviewing progress
- Directly liaising with parents of children with SEND to report on progress and ascertain their viewpoint
- Identifying own training needs

Role of the Teaching Assistant

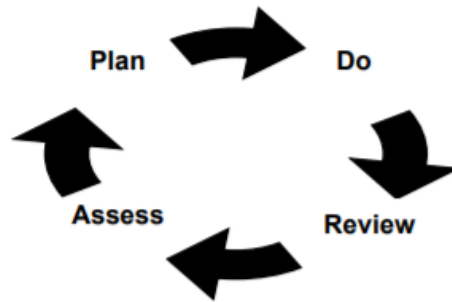
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Providing feedback to teachers about pupils' progress.
- Working as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class
- Implement strategies outlined upon One Page Profile, My Support Plans and EHCPs
- Monitoring and recording SEND pupil progress

- Identifying own training needs

Identification and Assessment Arrangements and Review Procedures

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The school follows the guidance in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach:



The Code does not assume that there are hard and fast categories of special educational needs but recognises that children’s needs and requirements fall into four broad categories.

The four broad categories of need are

Communication and interaction:

Children may have difficulty expressing themselves verbally, understanding what is being said to them or they may not understand or use social rules of communication.

Cognition and learning:

This category covers a wide range of needs including moderate, severe, profound and specific learning difficulties. It also encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. In addition, some children may learn at a slower pace than their peers, even with appropriate differentiation.

Social, emotional and mental health difficulties:

Children can experience a wide range of social and emotional difficulties that may present themselves as withdrawn or disruptive behaviour, attention deficit disorder or attachment disorder.

Sensory and physical needs:

Some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided.

At St. Joseph’s, all teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, carefully differentiated for individual pupils, is our first step in responding to pupils who may have a SEND.

A graduated approach to SEND Support

At St Joseph's teachers are responsible and accountable for the progress and development of all the pupils in the class, including where pupils access support from teaching assistants. Where possible we try to meet every child's needs within the classroom through ensuring high quality first teaching. It is the role of the class teacher to provide personalised teaching aimed at promoting good outcomes for all children. However, where we or the parents/carers determine that a child is making inadequate progress, the class teacher will consult the SENDco and they will jointly review the provision. If a child is not making adequate progress or has additional needs, we will assess the pupil using the Wiltshire Graduated Response to SEND Support (WGRSS) and use the outcomes in order to decide whether the child needs further provision at Special Educational Need (SEN) Support Level.

What do we do if a child is not making expected progress?

The class teacher and the parents will meet to discuss and agree what action is to be taken using the Graduated Approach. Where, through careful identification and assessment, the school in partnership with the parents determine that a child is not making adequate progress, the class teacher will liaise with the SENDco. This is done in consultation and with the agreement of parents and a review date is set. If evidence collected suggests that a pupil may have a SEND and additional intervention may be necessary, a meeting will be held with the parents, class teacher and SENDco. If appropriate, the child may also be invited to this meeting.

The aim of this meeting will be to discuss strategies that have been used in class and any assessments that may have been completed. If necessary, the meeting will be an opportunity to inform parents that their child has been placed formally on SEND Support. During the meeting we will agree a plan and any necessary provision for the next term. The decision to give a child SEND Support will be recorded in the school and pupil records.

In conjunction with the child and parents, we will review the strategies and approaches that are currently being used and the way these might be developed. Working alongside the child a 'One Page Profile' will also be drawn up. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school, the child will be placed on the SEND register.

Support through the 'One Page Profile'

The 'One Page Profile' is a child-centred plan aimed at ensuring all adults who work with the child know how best to meet their needs. The 'One Page Profile' will be used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This 'One Page Profile' will be used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child. It acts as a guide to the class teacher and support staff. The one-page profile will be updated three times a year.

For pupils who require additional intervention, the class teacher, parents and pupil will meet to write a 'My Support Plan' supported by the SENDco where needed.

Support through the 'My Support Plan'

Class teachers, alongside the SENDco will complete a support plan that documents the intervention that children in their class are receiving. The support plan documents and records all provision that is over and above, or different from, that which is normally available in class or school. Additional provision may be delivered within the school or it may require the involvement of an outside agency. A 'My Support Plan' will set out expected outcomes and will fix a date for review. Parents and carers receive a copy of the 'My Support Plan' and the reviews. It is part of the graduated approach of "Assess, Plan, Do, Review" as required by the Code of Practice 2014. Where children's needs are high, we will request an assessment by specialist services that support the school.

The 'My Support Plan' is reviewed three times a year by the class teacher and parents. At the review meetings the child's progress will be discussed along with what is working, what is not working, and identify the next steps.

Support through the statutory Education, Health and Care Plan (EHCP)

If the child does not make the expected progress in spite of high-quality targeted support, or if their needs are complex, the school and parents will consider requesting an Education Health and Care Needs Assessment (EHCP). If a child meets the very specific criteria set out by the local authority, the school will gather the evidence required to apply for an EHCP.

Where children have an EHCP in place, a specific programme of support will be drawn up by the teacher and SENDco, considering all of the information provided by the Local Authority and the family. Outcomes will be agreed and progress against those outcomes will be monitored three times a year. An annual review of the EHCP will take place with parents and where possible outside agencies.

An EHCP is applied for if:

- The child is looked after and therefore additionally vulnerable
- The child has a lifelong disability which means they will always need support to learn effectively
- The child's achievements are significantly below their peers and it is likely that the child may, at some point, benefit from Special School provision

An EHCP assessment will involve sending evidence to the Local Authority regarding the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child. If the application is successful, a member of the Local Authority will call a meeting for the parents, child and school, together with any health or social care professionals who are involved with the family. Following the meeting, the Local Authority will produce the EHCP, which will record the decisions made at the meeting.

Partnerships with parents/carers and pupils

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Their contribution is highly valued by the school and they are encouraged to be fully involved in the identification, assessment and decision-making process. The contribution of the parents/carers 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 the 'One Page Profiles' and the 'My

Support Plans'. The school will also update parents/carers with relevant information from time to time as required.

In our school, we encourage children to participate in their learning and to have a voice through the School Council. We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years

The school website contains details of our policy for SEND as well as our Special Educational Needs Information Report, which includes the arrangements made for children in our school with SEND.

Criteria for Evaluating the Success of our Policy

The policy will be evaluated using a range of evidence, including –

- An analysis of all teachers' planning by Subject Leaders and the Senior Leadership Team to ensure that a differentiated approach is taken
- Through discussion, including having their views recorded on copies of Plans for their child, parents/carers will be aware of individual targets set for their children.
- Children will be involved in discussing, constructing, reviewing and having their views recorded on the One Page Profile and/or My Support Plan
- Targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, and time-bound targets (SMART)
- My Support plans will be monitored by the SENDco to ensure targets are specific, measurable, achievable, realistic and time-bound (SMART)
- Ensuring the recommendations from outside agencies are included in the development of My Support Plans and EHCPs
- The School Development Plan priorities, which may include provision for SEND

Training and allocation of resources

Through the monitoring and evaluating of our provision, the SENDco, with the Headteacher, and in conjunction with the staff member, will identify any particular professional development needs of the staff. This will, where appropriate, link closely to the School Development Plan and performance management objectives. Staff who attend additional training will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDco, along with information provided during the annual evaluation of the school's overall SEND provision.

The schools SENDco regularly attends the Local Authority's SENDco network meetings in order to maintain current knowledge regarding local and national updates in SEND.

The SENDco, with the Headteacher, is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with EHCPs.

The Headteacher informs the Governing Board of how the funding allocated to support special educational needs and disabilities has been utilised.

Supporting pupils and families

Wiltshire Local Offer: The Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs or Disabilities (SEND). The website contains information about education, health, social care, preparing for adulthood and leisure. - www.wiltshirelocaloffer.org.uk

School SEND Information Report: The school has a statutory requirement to provide a SEND Information Report. The SEND Information Report can be found on our website. - www.st-josephs-malmesbury.wilts.sch.uk

Wiltshire Parent Partnership Service: Wiltshire Parent Partnership Service offers parents and carers a free confidential and impartial information; with advice about their child's Special Educational Needs or Disability. They can help by listening to you and your concerns; advise what to do if you think your child has unrecognised SEND; provide you with a range of impartial information and advice on (Special Educational Needs) SEN; identify additional services or organisations that may be able to help you; assist you with paperwork; and where appropriate, accompany you to meetings with other professionals. www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership

Admission arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the Equality Policy. No child will be denied admission because of his or her physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP or has been receiving extra support from the Local Authority centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the Local Authority to ensure that their needs can be met.

Transition

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and School Start where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDco and by classroom buddies to ensure that they have a smooth transition.

Close links are maintained with Malmesbury Secondary School to ensure a smooth transition between year 6 and year 7. This includes the sharing of information, induction visits, parent evenings and additional visits for vulnerable children. Children who transfer to others secondary schools are subject to similar arrangements with the receiving school.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. At St Joseph's, we

discuss medical conditions with parents and the school nurse and where appropriate a Care Plan will be drawn up. Training for staff will be provided where necessary and refreshed annually.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDco and the Head teacher. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint taken to the Local Authority or Secretary of State.

Arrangements for monitoring, evaluation and review

Responsible committee for monitoring & evaluation:	Learning and Standards Committee
Policy reviewed by:	Learning and Standards Committee
Policy review & approval date:	Approved FGB September 2020
Next review date:	September 2021