Special Educational Needs and Disabilities (SEND) Policy

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Rationale

St Joseph's Catholic Primary Academy values the individuality of all children. Our School Mission states that 'United we excel' (School Mission statement 2019) and we are committed, working as a team with parents and family, to ensuring that all our children are given the opportunity to excel. To succeed with our mission we make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy helps to ensure that our school, through working with parents, promotes the individuality and strengths of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and recognises the entitlement of all pupils to a broad, balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive because the achievements, attitudes and well-being of all our children are of the upmost importance.

Our long term vision for SEND is to ensure that all children who are on the SEND register become independent learners (a learner who uses skills and strategies specific to them to access the curriculum at an appropriate level independently) who can problem solve and have life skills in order to succeed both in school and in their wider life. This will be done by providing a range of both academic and extra-curricular activities designed for each individual and their needs.

Through identifying needs earlier, we will be able to ensure we are closing the gap, to peers, quicker to help all children achieve their full potential. By training both teaching and support staff, we will ensure they are confident and have the knowledge and expertise to provide regular, measurable, structured and tailored interventions to meet the children's individual needs, allowing children to build strong foundations and be confident to access classroom learning independently.

Aims of Our School

- To meet the needs of every child as far as possible.
- To enable all children to learn and make progress.
- To provide a broad and balanced curriculum which is relevant, differentiated and well-resourced for all children with SEND
- To assess the progress of children with SEND at regular intervals in order to provide an effective learning programme.
- To develop effective parental links and to consult with them at each stage of the process, taking into account their wishes in respect of their child's needs.
- To be aware of the views of the child and to involve them in the Support Plan according to the child's age and ability.
- To work effectively with other agencies outside the school as funding is available.
- To ensure that Academy Councillors are kept well informed about the school's SEND policy and its implementation.
- To raise achievement for all groups of children.

Objectives

- To set up systems which enable early identification and assessment of children with SEND.
- To provide children with appropriate Support Plans, to meet their needs and build up self-esteem.
- Regular reviews of children's Support Plans.
- To fulfil the legal requirements for teaching children, according to the new SEND Code of Practice (2014)

The Role of the Special Needs Co-ordinator (SENDCO)

Claire Frazer is the SEND Co-ordinator, who is responsible for the co-ordination of special needs provision throughout the school.

Her role is to:

- Liaise with teachers in the school and to heighten their awareness of their responsibilities to pupils with SEND and advise on the graduated approach to providing SEND support.
- Keep an up-to-date register of pupils with SEND and hold copies of records, review forms and Support Plans.
- Take responsibility for the purchase and organisations of central resources for the subject.
- Managing learning support assistants.
- Contributing to the in-service training of staff who cascade and share expertise with each other during designated CPD slots.
- Keep up to date with developments in the subject and disseminate information to colleagues as appropriate.
- The school SENDCO regularly attends 'Cluster Meetings' to update and revise developments for SEND and Inclusion provision, procedures and tracking.
- Liaising with parents/carers of SEND children.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school Academy Councillors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

Definition of Special Needs

Children have special educational needs if they have a learning difficulty that 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.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.' (Code of Practice September 2014)

There are now four broad areas of SEND, these are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties

- Sensory and/or Physical Difficulties

Some children may have needs in one or more of these areas. These will be identified through ways dependent upon the child and the situation. These may include observations, discussions with parents and the child, assessment completed by the Inclusion Manager and Class Teacher, and/or assessments done by professionals from external services, etc.

The Graduated Approach

Identification, Assessment and Provision

Provision for children with Special Educational Needs is a matter for the school as a whole. Staff have very important day-to-day responsibilities. All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility.

At the heart of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Should staff have concerns regarding a child the procedure is as follows:

STEP 1

Many pupils experience delay in their learning and may not be making expected progress for a variety of reasons. We, as a staff, know our children and families well. Should a child be flagged up then we will endeavour to find out if there are any external factors that need to be considered. At this stage the class teacher will share their concerns with the SENDCO. The SENDCO will complete observations, meet with the pupil and if necessary, discuss concerns with the parents/carers. The class teacher will be provided with strategies, specific tools or interventions to support the child. There is a 6-week time-scale for this stage, after 6 weeks the child's needs will be reviewed and progression to the next step will occur if necessary.

STEP 2

Following a review from the identification outcome a decision will be made as to the next steps in conjunction with the child, parents, class teacher and SENDCO. Either the child will continue with the successful strategies, tools or interventions from Step 1 or they will be provided with a Supporting Me to Learn Plan (SMtLP), at this stage the child will be added to our SEN Register as SEND Support.

Once a potential Special Educational Need or Disability is identified, four types of action will be taken to put effective support in place:

1. Assess
2. Plan
3. Do
4. Review

This will be known as the graduated support.

A SMtLP will be completed, with specific targets set and progress monitored at least two times per term. Plan reviews will take place with the pupil and family member termly. Informal updates may be completed more frequently.

STEP 3

Should classroom teachers and/or the SENDCO have evidence that certain children are still not making good progress then the SENDCO will arrange intensive additional SEND support in any or all of the four areas. This may include directing staff towards one-to-one support for certain lessons or activities. It may also include referrals to external specialist services and teachers with additional specialist qualifications may be called upon to provide guidance, assessment, support and/or provision. Following this, there may be intensive specific programmes to be followed by all adults coming into active learning situations with the child.

STEP 4

Should children still not be making appropriate progress then the formal assessment procedures for an Education Health and Care Plan will be started by the SENDCO in conjunction with the Parents, Headteacher and other Specialist Services. The legal assessment procedures outlined in the Local Offer by Calderdale Local Authority will be followed. We will then respond accordingly to the feedback and allocation of funds (if given).

Where a pupil is receiving Additional SEND Support, we will meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

Individual pupil progress at Additional SEND Support Level will be intensively monitored three times per year by the school tracking system and personally by the SENDCO in conjunction with the Headteacher. A full report on the progress of children will be presented to the Governing body after each data input. The identified SEND Academy Councillor is encouraged to take a full challenging role regarding the progress of these children with both the SENDCO and Headteacher

Identification, Assessment and Review

All pupils with special educational needs are identified primarily through teacher assessment and judgement. We use a specialised identification checklist created by speech and language therapists, occupational therapists and educational psychologists. Additional professional assessment is carried out through:

- Ongoing assessment using open-ended and differentiated tasks.
- Discussion of pupils with colleagues.
- Discussion with child.
- Consultation with parents / guardians.
- Discussing outcomes of baseline assessments.
- Tracking progress using standardised screening or assessment tools and standardised tests.
- Formative and summative assessment of pupil's progress and performance.

The school uses a staged response following the guidelines in the Code of Practice and those from the LEA Calderdale:

- Adaptive Teaching (Differentiation and Support Programmes)
- SEN (External Support)

- EHC Plan

SMtLPs are collated and monitored by the SENDCO, Class Teachers and the Headteacher. The SENDCO has some release time to monitor SMtLP provision and meet with individual members of staff. SMtLPs are regularly monitored by learning support staff and class teachers. Reviews of pupils with EHC plans occur on an annual basis. Review meetings focus on the progress made by the child, the effectiveness of the special help provided and agreement on future action to be taken. Reviews of pupils with SMtLPs take place termly with the pupil, parent/carer and Class Teacher.

Monitoring and Evaluating

The SENDCO monitors the movement of children within the SEND system in school. They provide staff and Academy Councillors with regular summaries of the impact of the policy within the practice of the school.

Vulnerable List

School also collates a 'Continuum of Need' so that children who may be at risk of underachievement (for a variety of reasons) are made aware to staff.

Admissions

Admission arrangements are as set out on the school website and are the same for all children. Special Educational Needs of children will normally be met in mainstream school. Working with appropriate funding and support provided by the LEA and The Blessed Peter Snow Trust, the school aims to fulfil the needs of all children with special educational needs. The school provides details of its' local offer on the school website, which can be accessed by new and current parents. When pupils enter the school, their needs are discussed with parents. During the initial visit of parents and completion of admission form, special needs provision may be identified and referred to the SENCO. Children who have Special Educational Needs, but do not have an EHCP are usually educated in mainstream school. There are only two provisos:

- It is incompatible with the parents wishes
- It is incompatible with the efficient education of other children. (LEA has a requirement to show that there are no reasonable steps it could have taken to prevent the incompatibility.)

Curriculum

All pupils are entitled to a broad and balanced curriculum. Pupils with SEN are taught alongside their peers in the classroom. The teacher will ensure success by adapting the curriculum for groups and individuals based on their needs.

Gifted and Talented Children

Some definitions:

- Creativity and originality – an ability to work in new and imaginative ways.
- Seeing patterns and relationships and applying these to new concepts.

- Independence and perseverance.
- Capacity to learn and understand new ideas and ways of working quickly.
- Good communication skills in different contexts.
- Ability to take on demanding tasks.
- Ability to argue and reason.

Gifted and Talented children are those who demonstrate exceptionally high-level performance across a range of endeavours or in a limited field. There are also those whose potential for excellence has not yet been recognised in their achievements.

Aptitude may range across different areas:

- Intellectual
- Artistic
- Creative
- Physical
- Social

It is worth remembering that able pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability with low motivation
- Of good verbal ability but poor writing skills
- Very able with short attention span
- Very able with poor social skills
- Keen to disguise their abilities

Strategies

Whole School Level

Opportunities for extension and enrichment are built into all our schemes or work. We aim to:
Encourage all pupils to become independent learners and to use the school's resources for private study and research
Use a variety of whole school strategies including: -

- Giving pupils the opportunities to contribute to the school's achievements (e.g. project and artwork, competitions).
- Recognising achievement in all areas through teacher praise, providing Virtue points and recognition at Famous for a Fortnight.
- Giving trust to children, allowing them to do responsible tasks around school- Pupil Parliament, Head Boy and Head Girl, Pro-Readers and RE Team.
- Being sensitive to children who don't want their achievements publicising.

In the Classroom

We understand the importance of establishing the prior knowledge, understanding and skills which pupils have in order to avoid unnecessary work, which can be demotivating.

We endeavour to combat this attitude while being sensitive to the pupils to conform.

The following strategies are employed where appropriate:

- Varied and flexible pupil groupings, which sometimes allow pupils to work together and allow them at other times to take part in mixed ability groups.
- Adaption of task
- Adaption of outcome
- Personlised curriculums
- Differentiation by task and outcome.
- Adaptive teaching strategies
- Adaption of resources.
- Setting individual targets in SMtLPs

And most importantly,

Encouraging all pupils to become independent learners who can

- organise their own work
- carry out unaided tasks which stretch their capabilities
- make choices about their own work
- develop the ability to evaluate their work and so become self critical

Out of the Classroom

We aim to promote
A wide range of extra-curricular activities and clubs
Enrichment activities within school
Local and residential trips
Where possible the use of outside agencies for training and provision

Arrangements for considering complaints about Special Educational Needs Provision

Wherever possible, the school works with parents to provide the level of support needed in order to ensure progress. However, in the event of a complaint, a parent should always discuss their concerns firstly with the class teacher. If the concerns expressed cannot be resolved by the class teacher, the next step would be to speak to the SENDCO. As well as contacting the class teacher or the Headteacher, parents can also contact Academy Councillors.

Inset / Staff Development

Staff may attend courses, which are of direct relevance only to them, for example a course on 'Autism' if they have a child in their class with such a disorder. Support staff attend staff meetings relating to Special Educational Needs.

External Support

- Visiting professionals include:
- Speech and Language Therapy Service
- An Educational Psychologist (EP)
- Visual and Hearing impairment service
- Specialist Inclusion Team
- Virtual Schools
- ASD Outreach
- Occupational Therapists

- Community Health Service
- Portage
- Children's Services and MAST
- SENDIASS
- School Nurse
- CAMHS

Links with Other Schools

Children entering school part way through the year and who are already on the SEN register will be assessed and supported during the interim period whilst waiting for records to be transferred. Arrangements are made for individual visits with the child's support assistant, if necessary, before Y7 commences. The SENDCO from both schools discuss all children who are placed on the Special Needs Register before transfer to Y7.

Partnership with Parents

Parents are encouraged to become actively involved with the school and to support their child's learning. Parents receive a copy of our Curriculum Information Sheet which outlines work planned on a half termly basis. Teachers will suggest ways in which parents can help at home. Parental involvement at review meetings is essential to ensure effective two-way communication between home and school. Parents are consulted on the actions to be taken in school to meet the needs of their child. At review meetings, Class teachers / SENDCO will suggest appropriate activities for the parents to do to support their child at home. These will be linked to the child's Support Plan, target card or action plan. Communication between home and school on a day-to-day basis may be through a home school diary or daily target card. Parent's Open Day and Evening each term are used as opportunities to discuss children on all stages. The behaviour policy is issued to all parents for their information. Reviews of pupils with Support Plans take place termly with the pupil, parent/carer and Class Teacher.

Academy Council

The Academy Council has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The Academy Council ensures that all teachers are aware of the importance for providing for these children. They will also ensure that all parents are made aware if their child is receiving Additional SEND support. They will consult with the authority and other schools, if appropriate. An annual report to parents on the success of the school's policy for children with special educational needs will be produced.

The Academy Council has identified a Academy Councillor to have specific oversight of the school's provision for pupils with special educational needs. The SEND councillor will provide feedback to councillors to ensure that they are all aware of the school's SEND provision, including the deployment of funding, staff and personnel. The Annual Information Report to Parents contains an evaluation of the policy in action.

Accessibility

Teachers are familiar with the equal opportunities legislation covering the protected characteristics (age, race, gender and disability and SEND) We are committed to meeting the needs of all children within our school. The requirements of the Disability Discrimination Act are fully met. All reasonable steps are taken to ensure that no child is placed at a disadvantage. The school is committed to providing an environment that allows children with disabilities full access to all areas of learning. Teachers adapt teaching and learning expectations as appropriate for children with disabilities.

Teachers ensure that the work undertaken by children with disabilities:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Uses differentiated approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities
- builds on strengths, rather than over concentration on difficulties

Currently there are no children within our school family who require adaptations to the physical environment to allow for accessibility. In the instance where there would be requirements for change to allow for access then these would be done through discussion with parents, school staff and in some circumstances the authority on an individual basis to ensure the barrier was removed.

In the circumstances where accessibility to the environment or the curriculum was creating a barrier then the SENCO can be contacted at any point through email cfrazer@st-josephs.calderdale.sch.uk.

Conclusion

Special Educational Need funding processes should promote the celebration of achievements for all children, at all levels of capability. We aim to support inclusive practice and are committed to meeting the individual needs of the children within our care. We recognise the right of all children to a broad and balanced curriculum and will ensure access to National Curriculum for all.

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