

St. Joseph's Catholic Primary School

Linkfield Lane
Redhill, Surrey RH1 1DU
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Special Educational Needs Policy

Date	Review Date
September 2019	September 2020

The Inclusion Team is responsible for maintaining this policy. At St Joseph's, the Inclusion team is made up of the **Assistant Headteacher for Inclusion (A De Sampayo)** and the **SENDCo (L Tinker)**.

Vision and Ethos Statement

St Joseph's Catholic Primary is a supportive community where home, school and church work together. We celebrate the gifts and talents of every person as uniquely created in the image of God. Our Catholic ethos is strong and enables all children and staff to feel part of a united family.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We aim to set suitable learning challenges, responding to our children's diverse learning needs and overcome potential barriers to learning.

Introduction

This Policy was created in partnership with Parents and the SEN Governors. It complies with the revised Special Educational Needs and Disability (SEND) 0-25 Code of Practice January 2015. It also links closely with the **SEND Information Report** which is on the school website.

The Policy can be accessed in the following ways:

- On the school website (www.stjosephs-redhill.surrey.sch.uk)
- A hard copy is available on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged print.

Context

This policy complies with the statutory requirements laid out in the 3.65 of the Code of Practice and has been written with reference to the following related guidance and documents:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour policy
- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE February 2013
- Child Protection and Safeguarding Policy
- Statutory guidance on supporting pupils at school with medical conditions April 2014

- St Joseph's SEND Information report
- The Special Educational Needs and Disability Regulations 2014

Aims

At St Joseph's we value the individuality of all children, irrespective of need and aim to provide an environment in which all children can reach their full potential. We recognise that for some children their individual needs may become special educational needs. We want all children to achieve their best and become confident individuals who will be able to make a successful transition on to the next phase of their educational journey.

We therefore aim to:

- Use our best endeavours to give children with SEND the support they need
- Identify SEND needs as early as possible and plan effective provision
- Ensure that children with SEND can engage in all school activities
- Deliver an inclusive curriculum that addresses potential areas of difficulty and removes barriers to achievement

Objectives

- To work within the guidance provided in the SEND Code of Practice January 2015
- To deliver a programme of training and support for all staff to develop our practice within these guidelines
- To set high expectations and deliberately ambitious targets for every child, whatever their prior attainment
- To ensure a clear process for identifying, assessing, providing and reviewing for children who have SEND
- To work in partnership with parents and ensure they are key participants in decision-making
- To work effectively with children to ensure we capture their views, feelings and wishes
- To work in partnership with outside agencies when a multi-professional approach is needed to meet the needs of each child

Key Roles and Responsibilities

The Inclusion Team has day-to day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual children. The Assistant Headteacher for Inclusion oversees the provision for children on the SEND Register and children with emerging needs. The SENDCo oversees the provision for children with an EHCP (Education, Health and Care Plan). Together, they monitor those children on SEND Arrangements Plans, who may require an assessment for an EHCP. Part of the role of the Inclusion Team is to co-ordinate arrangements with the class teachers regarding those with SEND.

Contact Details: St Joseph's School, Linkfield Lane, Redhill, RH1 1DU

Tel: 01737 765 373

National Award for SEN: Due for completion September 2020

SLT Member: Yes

SEN Governor/s: Mrs Shelagh Green

Teaching Assistants line manager: Mrs A De Sampayo

Designated Safeguarding Lead: Mrs A De Sampayo

Deputy Designated Safeguarding Leads: Mrs T Lawlor, Mrs C Scanlon and Mrs L Tinker

Designated teacher for Looked After and Previously Looked After Children: Mrs A De Sampayo

Pupil Premium/LAC funding: Mrs A De Sampayo

The Inclusion Team's role includes:

- Overseeing the day to day operation of the policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to SEND support
- Advising on the deployment of resources, including support staff, to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Being a key point of contact with external agencies
- Liaising with feeder schools to ensure smooth transition between schools occur for SEND pupils
- Ensuring that the school keeps the records of all SEND pupils up to date

Identification of Special Educational Needs

At St Joseph's we use the definition for SEN and disability from the SEND 0-25 Code of Practice January 2015.

SEN: A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.

Disability: Many children who have SEN may have a disability under the Equality Act 2010- that is '...a **physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day to day activities.**'

There are four broad areas detailed in the SEND CoP which gives an overview of the range of needs that St Joseph's plans for.

Area of need	Description
Communication and Interaction	Speech, language and communication needs ASD including Asperger's Syndrome and Autism
Cognition and Learning	Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia Learning Difficulties (LD) Severe Learning Difficulties (SLD) Profound and multiple learning difficulties (PMLD)
Social, emotional and mental health difficulties	Withdrawn or isolated behaviour Challenging, disruptive or disturbing behaviour

	Attention Deficit Disorder (ADD) Attention deficit hyperactive disorder (ADHD) Attachment Disorder
Sensory and/or physical needs	Vision Impairment (VI) Hearing Impairment (HI) Multi-sensory impairment (MSI) Physical Disability

The purpose of identification is to work out what action we need to take to support a child and not solely fit them into a category. We recognise that children often have needs that overlap and that needs may change over time.

We therefore take a holistic approach to identifying needs through detailed assessment. As part of this we consider strengths and difficulties when planning support and provision.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEN. We also look for children who may achieve in line with expectations for their age but who could have additional needs e.g. dyslexia.

Many factors may have an impact on a child's ability to learn but do not, on their own, necessarily constitute SEN. These include disability*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being a young carer.

**Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*

Equality and Inclusion

At St Joseph's class teachers are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching and learning assistants or specialist staff.

Class teachers constantly assess and track progress carefully. Pupil progress and outcomes are discussed at termly meetings with the leadership team. Children who are making less than expected progress, given their age and individual circumstances, are identified.

Inclusive First Quality Teaching for all

Our first step in responding to a child that may have SEN is high quality teaching and differentiated expectations targeted at the areas of weakness. This teaching is based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning.

Additional intervention and support cannot compensate for a lack of good quality teaching. Therefore, a robust system of teacher appraisal is in place. Our Wave 1 provision map details strategies and approaches that are adopted in all lessons to ensure teaching is inclusive of all learners. The Inclusion Team provides training to develop teachers' understanding of different SEND needs to increase their range of strategies to identify and support children in class.

Record of Concern

A Record of Concern (ROC) may be completed for a child whom the teacher has concerns about. This highlights the child's strengths and difficulties across the four broad areas outlined above.

Parents are engaged at this early stage with a face to face meeting with the class teacher to discuss the concerns and gain their views and insight. The ROC will also detail the class-based strategies that are being used and any additional support that a child may be receiving. This enables parents and teachers to support the child in a collaborative way. The ROC does not automatically place a child on the SEND Code of Practice but is instead a first step in responding proactively to their needs.

Additional Interventions that enable children to work at age related expectations or above

Despite good quality first teaching, some children do not make adequate progress. Wave 2 is targeted catch up provision to 'put children back on course'. Therefore, children receiving Wave 2 support may not necessarily have special educational needs. Our Wave 2 provision map details the interventions in place at St Josephs and includes the entry and exit points of specific intervention programmes.

If a child is still not making expected progress despite high quality class teaching and Wave 2 support then the Inclusion Lead / SENDCo, along with the class teacher, will investigate if the child has a special educational need.

Additional highly personalised interventions

Children who have a special educational need or a disability may benefit from interventions which are specifically tailored to their needs. Sometimes interventions are specifically recommended by an educational psychologist or specialist teacher and delivered in school.

Making Special Educational Needs Provision

In deciding whether to make special educational needs provision, the class teacher and Inclusion Lead / SENDCo will consider all the information gathered from within the school about the pupil's progress, alongside national data for expectations of progress. This will include:

- ✓ Assessments (both formative and summative)
- ✓ The child's progress towards end of year expectations
- ✓ Provision management outcomes
- ✓ Observations (Class teacher and Inclusion Lead / SENDCo)
- ✓ Standardised tests of reading, spelling and comprehension

For children who have a higher level of need, we may involve external agencies and professionals to observe the child and/or undertake more specialised assessments.

As a school, we work in partnership with the following specialist professionals and agencies

- ✓ CaMHS and TaMHS (Child and Adolescent Mental Health Services)
- ✓ Educational Psychology
- ✓ Family Futures (specialist adoption agency)
- ✓ Linden Bridge Outreach Autism Support
- ✓ Occupational Therapy

- ✓ Physical and Sensory Support
- ✓ REMA (Race, Equality and Minority Achievement Team)
- ✓ SALT (Speech and Language Therapy Service)
- ✓ Specialist Teachers for Inclusive Practise (Learning and Language Support and Behaviour Support Service)
- ✓ Woodfield school special needs outreach service

What does additional support mean?

SEND support can take many forms. This could include:

- ✓ A specific learning programme for your child
- ✓ Extra support in class from a teacher or learning support assistant
- ✓ Breaking tasks down into small achievable steps
- ✓ Making or changing materials and equipment
- ✓ Working with your child as part of a small group

- ✓ Observing your child in class and at break and keeping records
- ✓ Helping your child take part in class activities
- ✓ Making sure your child has understood things by encouraging them to ask questions and encouraging them to 'have a go' at tasks
- ✓ Helping other children to work with your child or play with them at break time
- ✓ Supporting with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

The class teacher remains responsible for working with your child on a daily basis and liaises closely with support staff working with your child 1:1 or as part of a small group. We strongly believe it is important for children to develop independence and not become over reliant on adult support. Therefore, all adults at St Joseph's provide children with opportunities to do this. By supporting learning in this way, our children will develop confidence and will be equipped with a range of strategies as they progress through the school and onto other settings.

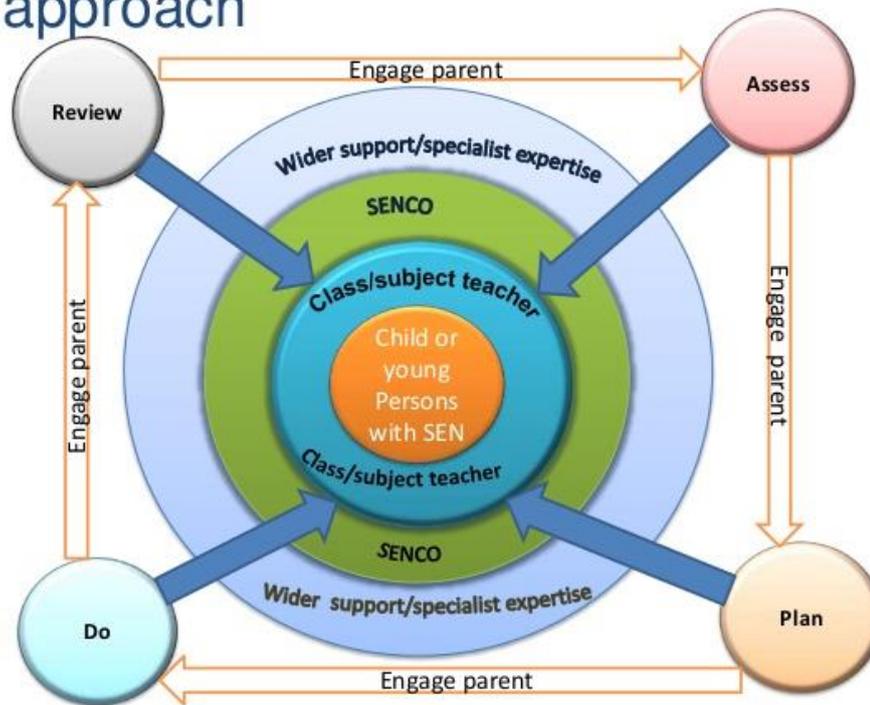
Teachers work closely with the Inclusion Team and support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Team has overall responsibility for overseeing interventions and providing help and support as appropriate.

A Graduated Approach to SEND Support

When a pupil has been identified as having special educational needs, we will take action to remove barriers to learning and put effective provision in place. This support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupils needs.

This 'graduated approach' draws on more detailed approaches and more specialist expertise in successive cycles, in order to match interventions to the needs of the child.

3. The reform vision: A whole school approach



Assess

In identifying a child as needing SEND support, the class teacher, working with the Inclusion-Lead / SENDCo will carry out a clear analysis of the pupil's needs. We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked. We will listen to the views and experience of parents/carers and the child.

In some cases, we will draw on the assessments and guidance from other professionals e.g. Educational Psychologists, Speech and Language therapists and Teachers for Inclusive Practice.

Plan

Where SEND support is required, class teachers along with the Inclusion-Lead / SENDCo, will meet with parents to discuss the SEND Arrangements and the adjustments, interventions and support which will be put in place for the pupil. The SEND Arrangements document consists of several sections that record background information and provide information on the child's strengths and difficulties.

The ISP (Individual Support Plan) will provide the following information:

- ✓ Targets
- ✓ Barriers to learning
- ✓ SMART Actions (Including specific interventions)
- ✓ Progress towards targets

Do

The class teacher is responsible daily for ensuring the pupil's needs are met through the arrangements and for the progress the pupil makes. They will liaise closely with staff involved. The Inclusion-Lead / SENDCo will liaise closely with both the class teacher and support staff; providing support, advice and guidance.

Review

The ISP will be reviewed termly and will include the impact of the support and interventions received by the pupil. This will inform the planning of next steps or for a further period or where successful, the removal of the pupil from SEND Support.

As this process is a partnership between home and school, parents will be invited to meet with the class teacher to discuss the review. The Inclusion-Lead / SENDCo is closely involved at each stage of the cycle.

In some cases, outside professionals may already be involved with the pupil. Advice, strategies and targets from professionals will also be reflected in the pupil's ISP. Where it is thought appropriate to make a referral, parents will be contacted for their consent.

Children with an EHCP (Education, Health and Care Plan) take an active role in their annual review meetings, sharing a selection of their work.

Education, Health and Care Plans (EHCP)

Who is an Education, Health and Care Plan for?

The Code of Practice explains that most children with special educational needs will achieve their outcomes through the arrangements that can be made available to them without the need for an EHCP. All schools are provided with resources in their delegated budget which they can use to support children and young people with additional and special educational needs.

Despite high quality teaching and purposeful intervention, through the school based local offer, a small number of children may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP, in order to achieve their outcomes.

Exiting the SEN register

Once a child has reached and maintained the level of attainment appropriate for their age they will be removed from the SEND register. Where outside agencies have supported the pupil, their advice will be sought before doing this. Parents will be informed in writing that their child is no longer on the SEND register. The pupil will continue to be closely monitored to ensure they continue to make acceptable progress by accessing high quality differentiated class teaching and Wave 2 support if necessary.

Supporting Pupils and Families

We aim to work in partnership with our parents to achieve the highest possible outcomes for all our children. The child and their needs must be at the centre of all decision making and where appropriate, the pupil may also be involved in discussions about their learning.

Our admissions arrangements can be found on our website.

Transition arrangements between classes, key stages and other schools are very important in the process of supporting each child's needs. Meetings for parents are held at the end of Key Stage one and our Year 6 teachers meet with secondary colleagues annually. The Assistant Head for Inclusion / SENDCo liaises with the SENDCo of a child's next placement to ensure all relevant information is shared and the transition is as smooth as possible.

Supporting Pupils with Medical Conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also be disabled and where this is the case we will comply with its duties under the Equality Act 2010.

Please refer to the school's policy for supporting pupils with medical conditions and the school accessibility plan.

Monitoring and Evaluation of SEND

The Assistant Head for Inclusion / SENDCo meets termly with the SEND Governors. The Full Governing Body is also kept up to date on SEND issues.

The school development plan contains a section which details objectives, success criteria and the action plan relating to SEND and Inclusion. Ongoing progress towards meeting these targets is shared at termly staff meetings.

The Assistant Head for Inclusion / SENDCo meets with class teachers at the beginning of every term to plan provision and set targets.

The progress of pupils with SEND is closely monitored by class teachers on a regular basis as part of the planning, teaching and assessing cycle. Pupil's progress is discussed in termly meetings involving the leadership team.

The Assistant Head for Inclusion / SENDCo tracks the individual progress of SEND children and the effectiveness of any additional intervention and support they are receiving. This monitoring also includes observing interventions and providing feedback to improve their quality and effectiveness. Where necessary, changes to intervention and support are made, in order to ensure provision is effective.

Training and development

Staff are trained in how to best support vulnerable learners in order to maximise their achievement. This is achieved through in school training and sharing of good practice or through use of external courses which are relevant to the needs of the current cohort.

The Assistant Head for Inclusion / SENDCo provides training to class teachers and support staff. This has included:

- The new SEND 0-25 Code of Practice
- Working Memory
- Social Thinking
- Early Development Trauma and Attachment Difficulties (Family Futures Team)
- Language functions (REMA Team)

Priorities for the next academic year include:

- Positive touch training
- Managing behaviour
- Phonological Awareness
- Mathematical difficulties including Dyscalculia

Individual staff members have received training in the Early Literacy Support Intervention and our ELSA continues to attend professional development sessions run by the Educational Psychology Team.

Staff are encouraged to identify their own training needs in light of the children they will be working with. Through the appraisal process, support staff are asked to identify their training requirements for the following academic year.

A member of the Inclusion Team regularly attends termly network meetings in order to keep up to date with local and national updates. These include SEND, REMA (Race, equality and minority achievement) and CaMHS and TaMHS (Child and Adolescent Mental Health).

Storing and Managing Information

Information about pupils is treated as confidential and is kept in lockable filing cupboards. Each class teacher has a file for storing information concerning their SEND pupils which is kept in a locked or secure place.

Electronic pathway plans can only be accessed by teachers on the school network who have a log in and password to access this information.

SEND information is passed to the SENDCo of the pupil's next school in a secure manner.

Dealing with concerns or complaints

If a parent has a concern or complaint, they are encouraged to speak to the class teacher in the first instance. If the matter cannot be resolved at this stage then the Assistant Head for Inclusion / SENDCo may become involved and a meeting arranged to discuss this further and look for a resolution.

A copy of the school's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SEND Information, Advice and Support Service (SSIASS) formerly Surrey Parent Partnership.

Reviewing the SEND Policy

This policy will be reviewed annually.

Useful Links

St Joseph's SEND Information report

This can be found on the school website.

The Surrey Local Offer

The local offer contains information about services relating to special educational needs, disabilities, education and more.

Surrey SEND Information, Advice and Support Service (SSIASS)

Surrey SEND Information, Advice and Support Service (SSIASS) formerly Surrey Parent Partnership provides confidential, impartial and independent information, advice and support to young people and parents/carers of children with SEND at all stages of their or their child's school life, from 0-25 years.

www.surreyparentpartnership.org.uk

e-mail: ssiass@surreycc.gov.uk

Helpline: 01737 737300

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- Anti-Bullying Policy
- Behaviour policy
- Child Protection and Safeguarding Policy
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014