



SEN Policy & Information Report

St Joseph's Catholic Primary School

Approved by	Ethos, Discipline & Relationship Committee
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1. Aims

St Joseph's Catholic Primary is a supportive community where the school, our families and the church work together in partnership. 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 school family.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. At St Joseph's we value the individuality of all children, and work to overcome barriers to learning and provide an environment in which all children can reach their full potential. We have high expectations for all children, and strive to enable them to achieve their best and become confident individuals who make a successful transition on to the next phase of their educational journey.

We therefore aim to:

- › Identify SEND needs as early as possible and plan effective provision
- › Ensure that children with SEND can access and engage in a broad and appropriately challenging curriculum and wider school activities
- › Deliver an inclusive curriculum that supports areas of difficulty and removes barriers to achievement
- › Work within the guidance provided in the SEND Code of Practice January 2015
- › Facilitate a programme of training and support for all staff to develop practice and pedagogy within these guidelines
- › Set high expectations and deliberately ambitious targets for every child, based on excellent knowledge of needs and next steps
- › Ensure a clear process for identifying, assessing, providing and reviewing for children who have SEND
- › Work in partnership with parents and ensure they are key participants in decision-making
- › Work effectively with children to ensure we capture their views, feelings and wishes
- › Work in partnership with outside agencies when a multi-professional approach is needed to meet the needs of each child.

2. Legislation and Guidance

This policy complies with the statutory requirements laid out in section 3.65 of the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
 - › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
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3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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

4. Roles and Responsibilities

Deputy Headteacher for Inclusion	Mrs A De Sampayo
SENDCo	Mrs L Tinker
SEN Governor/s	Mrs N Carroll
Designated Safeguarding Lead	Mrs A De Sampayo
Deputy Designated Safeguarding Leads	Mrs T Lawlor, Mrs L Tinker and Mrs F McGrath
Designated teacher for Looked After and Previously Looked After Children	Mrs A De Sampayo
Pupil Premium/LAC funding	Mrs A De Sampayo/Mrs T Lawlor
Designated teacher for Mental Health	Mrs A De Sampayo

4.1 The role of the Inclusion Team

At St Joseph's, the Inclusion Team is made up of **the Deputy Headteacher for Inclusion (A De Sampayo)** and **the SENDCo (L Tinker)**.

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 Inclusion Team oversees the provision for children on the SEND Register and children with emerging needs. The SENDCo specifically oversees the provision for children with an EHCP (Education, Health and Care Plan).

The Inclusion Team's role includes:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- › Advise on the graduated approach to providing SEN support, as well as other guidance documents from the Local Authority.
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- › Be the point of contact for external agencies, especially the Local Authority and its support services.
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- › Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The role of the SEN governor

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and Inclusion Team to determine the strategic development of the SEN policy and provision in the school.

4.3 The role of the Headteacher

The Headteacher will:

- › Work with the Inclusion Team and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 The role of the Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class.
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- › Working with the Inclusion Team to review each pupil's progress and development and decide on any changes to provision.
- › Work with parents, ensuring they are kept appropriately up to date with progress and concerns that may arise.
- › Ensuring they follow this SEN policy and the schools' procedures to enable all pupils to access the whole curriculum and all aspects of school life.

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- › Cognition and learning, for example, dyslexia, dyspraxia.
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

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.

5.2 Consulting and involving pupils and parents

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 center of all decision making and where appropriate, the pupil is involved in discussions about their learning; the extent of this is dependent on age, need and ability.

We like to keep parents informed about emerging concerns as part of our provision for all children. A Record of Concern (ROC) may be completed for a child whom the teacher has on-going concerns about. This form captures the child's strengths and difficulties across the four broad areas of need outlined in the code of

practice. The Local Authority has produced a 'Profile of Need' that we use to capture the achievements and difficulties, and reflect on a child's current provision and what further adjustments need to be made.

Parents are engaged at this early stage to discuss the concerns with the class teacher, and gain parental 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.

5.3 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If action taken at Record of Concern stage does not result in progress being made, then an Individual Support Plan (ISP) will be put in place and the child will be monitored as part of the Special Educational Needs Register. 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. Depending on the level and type of need, the school may engage the support of outside agencies, who may contribute to on-going support.

When deciding whether special educational provision is required, we will continue to consider desired outcomes, including the expected progress and attainment, as well as the views and the aspirations of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed. The class teacher is responsible for putting strategies in place and monitoring progress. The Inclusion Team will support with this process.

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.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review** at both Record of concern and Individual Support Plan Stages.

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.

Assess

Where there is a concern about progress, the class teacher, working with the Inclusion Team 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 will discuss the SEND provision and the adjustments, interventions and support which will be put in place for the pupil with the Inclusion Team. This may be documented on a Record of Concern Form or an Individual Support Plan (ISP). This will be shared and agreed with parents.

Do

The class teacher is responsible for ensuring the pupil's needs are met daily through the arrangements, and for the progress the pupil makes. They will liaise with and direct the work of additional staff involved. The Inclusion Team 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 received by the pupil and the adjustments made. This will inform the planning of next steps for a further period, or if deemed appropriate, the removal of the pupil from the Record of Concern or SEND Register.

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

Children with an EHCP (Education, Health and Care Plan) are encouraged to take an active role in their annual review meetings, sharing their all about me 'passports' and a selection of their work.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition arrangements between classes, key stages and other schools are very important in the process of supporting each child's needs.

We have a range of transition arrangements in place which begin in the Summer Term. We involve pupils, staff and parents in this process and our Inclusion Team reviews the impact of these arrangements annually. Meetings for parents are held in year groups annually, and provide parents with crucial knowledge of the arrangements for their child's new class. This includes arrangements for children starting school in Reception.

Our school Inclusion Team 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. We will share information with the school, college, or other setting the pupil is moving to.

Pupils starting in-year are part of our induction policy, and we liaise with parents after a period of settling to ensure that there has been a smooth transition into St Joseph's and that they feel welcomed into our school community.

5.6 Our approach to teaching pupils with SEN

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 assistants or specialist staff.

Additional intervention and support cannot compensate for a lack of good quality teaching. Therefore, a robust system of teacher appraisal is in place. We use the Surrey Inclusion and Additional Needs School Services offer document which details strategies and approaches that can be used to support identified needs in class. The Inclusion Team provides training to develop teachers' and teaching assistants to ensure understanding of different SEND needs, in order to increase the range of strategies used to identify needs and support children in class.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, use of pre keystage assessment and materials to ensure correct pitch, learning sequences and content take additional needs into account.
- Adjusting our teaching styles, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, dual coding, etc.
- Use of emotional regulation tools, strategies and activities in class or in individually identified safe spaces

- Adapting our resources and staffing, for example, use of technology, year group team approach to provision
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc

5.8 Additional support for learning

SEND support is provision based and needs led, and can take many forms. This could include:

- A specific learning programme for your child.
- Extra support in class from a member of the year group team
- 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 to ascertain next steps
- Helping your child take part in class activities
- Making sure your child is accessing and engaging in learning by encouraging them to ask questions and encouraging them to 'have a go' at tasks
- Supporting social development through our wellbeing offer, school values and inclusive ethos – restorative approach supports learning to manage conflict
- 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. 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 provision.

5.9 Expertise and training of staff

The Deputy Head for Inclusion is due to complete the NASENCo Award in December 2021

Staff are trained in how to best support learning in order to maximise children's achievement. This is achieved through in school training and sharing of good practice or through partner agencies.

We have also facilitated staff training on specific needs. This has included:

- The new SEND 0-25 Code of Practice
- Working Memory
- Autism
- Attachment Needs
- Pathological Demand Avoidance (PDA)
- Sensory Processing Needs
- Early Development Trauma and Attachment Difficulties (Family Futures Team)
- Positive touch training.

the Inclusion Team attends termly network meetings in order to keep up to date with local and national updates.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Using pupil and parent voice.

- Inclusive teaching monitoring processes.
- Using provision maps to monitor and review access to the curriculum.
- Holding annual reviews for pupils with EHC plans.

5.11 Enabling pupils with SEN to engage in wider activities

- All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Risk assessments are carried out to support safe engagement.

Please refer our school's accessibility plan.

5.12 Support for improving emotional and social development

We have a wellbeing offer as part of our Mental Health and Wellbeing Strategy. This includes a range of programmes to support emotional and social development. We believe that relationships are very important, and we have a Behaviour for Learning and Relationships Policy which guides our attachment aware and trauma informed practice. We provide support for our families, including signposting to external sources who can provide specialist support. Close working with parents is essential for positive outcomes. We have also engaged in training for a number of specialist interventions aimed at developing emotional and social development.

5.13 Working with other agencies

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

- CaMHS and TaMHS (Child and Adolescent Mental Health Services).
- Early Help
- Educational Psychology.
- Outreach Support.
- Occupational Therapy Physical and Sensory Support.
- SALT (Speech and Language Therapy Service).
- Specialist Teachers for Inclusive Practice (Learning and Language Support and Behaviour Support Service).
- SEND Networks
- Schools Alliance for Excellence

5.14 Complaints about SEN provision

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 support from the Inclusion Team is available to find a way forward.

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.

5.15 Contact details of support services for parents of pupils with SEN

Surrey SEND provides impartial and independent information, advice and support to parents/carers of children with special educational needs, including the support and advice to parents/carers who have complaints. They can be contacted by calling 01737 737300 or emailed on SENDAdvice@surreycc.gov.uk
Please see their website for more details: <https://sendadvice.surrey.org.uk>

5.16 Contact details for raising concerns

- › Class teachers via school office – office@stjosephsredhill.co.uk
- › Deputy Headteacher for Inclusion (Mrs De Sampayo) – adesampayo@stjosephsredhill.co.uk
- › SENCO (Mrs Tinker) – ltinker@stjosephsredhill.co.uk

5.17 The local authority local offer

Our local authority's local offer is published here: www.surreylocaloffer.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Team every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The Inclusion Team 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 Inclusion Team meets with class teachers at least termly 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 Inclusion Team tracks the individual progress of SEND children and the effectiveness of any additional intervention and support they are receiving. This monitoring also includes observing provision in class and providing feedback to improve quality and effectiveness.

7. Links with other policies and documents

This policy has links to the following policies:

- › Safeguarding and Child Protection Policy
- › Teaching for Learning
- › Behaviour for Learning and Relationships
- › Anti-Bullying Policy
- › Accessibility plan
- › Equality information and objectives
- › Supporting pupils with medical conditions
- › Admissions Policy
- › Attendance Policy