



**ST. JOSEPH'S**  
CATHOLIC PRIMARY SCHOOL

Crossfield Street,  
London SE8 3PH  
Tel: 020 8692 4836

*United in our Faith, Striving for Excellence*

**Let your faith shine through.** We learn about Jesus.

**In your care for others.** We are kind and show respect.

**In your achievements.** We always do our best.

# Special Educational Needs and Disability (SEND) Policy

Reviewed: March 2021

Next Review: March 2022

## Background

St. Joseph's SEND policy complies with Section 19 of the Children and families Act 2014. It has been written with reference to inclusive education set out in:

- Articles 7 and 24 of the United Nations convention of the Rights of Persons with disabilities
- Equality Act 2010 ( advice for schools DfE Feb 2013)
- SEND Code of Practice 0-25 (2015)
- School admissions Code of Practice
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- National Curriculum in England framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## Introduction

High quality teaching that is differentiated meets the needs of the majority of children. However, some children with SEND will need something additional to and different from what is provided for the majority of children. We will do our utmost to ensure that provision is made for those who need it.

**Every teacher is responsible and accountable for all children in their class.**

Teaching and supporting SEND children is a whole school responsibility needing a whole school response, enabling all children to meet their full potential. This is reflected in all other school policies and whole school vision. It also requires partnership working between all those involved-LA, school, parents/carers, children, children's services and all agencies.

This policy has been created by the school SENCO in liaison with the SEN governor, SLT, staff and parents of children with SEND.

# Aims and Objectives

## Aims

We aim to offer all children with a special educational need or disability full access to a broad, balanced and relevant curriculum, making sure arrangements are in line with the requirements of SEND Code of Practice 2015. We aim to raise expectations and aspirations for all SEND children, focusing on positive outcomes.

We ensure additional safeguarding challenges for children with SEND are met by making sure that all staff are aware of the risks and additional support put in place, e.g. risk assessments and named support for close daily supervision.

## Objectives

- To identify the needs of pupils with SEND as early as possible.
- To work within the guidance provided by the SEND Code of Practice 2015.
- To operate a "whole child, whole school approach" to the management and provision of support for SEND children through high quality teaching.
- To work in partnership with children and parents/carers at all times.
- To provide a SENCO to implement policy.
- To provide support, advice and training for all staff working with SEND children.

# Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all children are assessed on entry, building on information from previous settings. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. As part of this process the needs of the whole child will be considered, not just the special educational need.

Other factors may influence a child's progress and attainment, but this does not necessarily mean that the child has a special educational need. This might be:

- Disability, where a reasonable adjustment under Disability Equality legislation can enable a child to make normal progress
- Attendance

- Health and welfare
- English as an additional language
- Children who are socially disadvantaged
- Being a looked after child
- Being a child of service personnel

A rigorous system of monitoring progress across the school takes place on a termly basis. This identifies children who are not making expected progress and may include progress in other areas other than attainment, such as social skills. Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. Outside agencies may be consulted for support.

St. Joseph's is committed to promoting social, emotional and mental well-being. Children need to feel valued, confident and secure to make maximum progress in their learning.

## A graduated response to SEND support

*Teachers are responsible and accountable for the progress and development for all children in their class.* High quality teaching, differentiated for individuals, is the first step in meeting the needs of any child who has or may have special educational needs. St. Joseph's regularly and carefully reviews the quality of teaching for all children as part of the professional management provision. The graduated response of Assess, Plan, Do and Review starts at the whole school level and it quickly identifies where a child is not making expected progress. After consideration of all the information about the pupil's progress including consultation with pupil and parents, the cycle of Assess, Plan, Do and Review becomes increasingly personalised.

Before going on the SEND register these steps must be followed:

**Assess:** If child continues to face difficulties a more formative assessment, facilitated by the SENCO, may take place.

**Plan:** Interventions based on outcome of assessment are planned.

**Do:** Delivered by appropriately trained staff. Support may take the form of additional in class provision or an intervention group to address a particular need.

**Review:** The effectiveness of the intervention will be monitored regularly by class teacher.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when support is reduced, SEND support will be provided.

## Managing pupils' needs on the SEND register

Where longer term SEND support is required or children have a diagnosis of need from outside professionals, parents will be informed that the child has been put on the SEND register. Children will then receive a termly Personalised Learning Plan where targets are set and reviewed termly. Children with a high level of need may have an Education, Health and Care Plan (EHCP).

Once on SEND register these steps must again be followed:

**Assess:** This includes both formal termly data on attainment and informal assessments to identify individual barriers to learning for children. Advice from outside agencies may be requested.

**Plan:** Advice and recommendations incorporated into planning, provision maps and Personalised Learning Plan targets.

**Do:** interventions put in place, following recommendations. Time limited.

**Review:** Monitor effectiveness of intervention and adapt to meet individual need. Further advice may be sought where necessary.

All interventions are monitored by class teacher and delivered by staff with appropriate training. Records of interventions are kept. The effectiveness of interventions is regularly monitored by Senior Leadership Team. Provision may change to meet identified needs.

While the needs of the majority of children on the will be met from within the school's own resources, some children will have a higher level of need and will require an EHCP. The EHCP will provide additional funding to support the needs of the child.

## Criteria for exiting SEND register

Children's performance is regularly reviewed and if additional support is not required any longer, they may be taken off the SEND register.

## Supporting pupils and families

Information for children and parents can be found on:

School website

- SEN information report
- School policies
- Governors' report
- Local authority website for admissions

Also letters are sent home. If you need to speak to the SENCO please ring the main office.

### Accessibility:

The 2001 SEN and Disability Act placed a duty of care on all schools and local authorities to plan to increase over time the accessibility of schools for disabled children. St. Joseph's Accessibility policy reflects the needs of children attending our school and changes are continuously being made to address identified needs.

Classrooms and resources support children with specific learning difficulties and also reflect the needs of children with communication concerns or speech and language difficulties e.g. visual timetables, work stations.

### Access arrangements:

Some children will be provided with access arrangements for exams e.g. extended time, enlarged papers. This will be done in consultation with the headteacher and SENCO.

## **Transition arrangements**

Children starting at St Joseph's in Reception come into school gradually until starting full time, as they come from different settings. Meetings with the SENCO may take place before starting school along with staff from early years' settings.

At the end of each school year children visit their new class and meet new class teacher.

When transferring to secondary school the SENCO shares information with new school. Transition meetings can be arranged on an individual basis if needed. All information and reports are forwarded to the new setting.

## **Supporting children with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. See Medical Policy.

Some children may also have special educational needs and may have a statement or Educational Health Care Plan which brings together health and social care needs, as well as their special educational provision.

## **Monitoring and evaluation of SEND provision**

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, carried out by senior leadership team. The school undergoes an active process of continual review and improvement of provision for all pupils.

Termly updates and reports on the progress of SEND children are given to the headteacher, which is passed on to the governing body.

## Training and resources

SEND is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual child. Additional funding is available from the LA through Educational Health Care Plans.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to address the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff may access training and support from specialist teachers or therapists.

The SENCO regularly attends local SENCO forums in order to keep up to date with local and national updates and share good practice.

## Dealing with complaints

We are always happy to talk and listen to parents concerns. Please talk to the class teacher or SENCO initially. If you feel that your concerns are not being addressed or responded to please contact the deputy head or headteacher. The school also has a formal complaint procedure.

## Roles and Responsibility

SENCO: Helen Stirling

SEND governor: Austin Imien

Safeguarding: Nicola Doherty, Louise Blyde and Helen Stirling

Meeting medical needs: SENCO & Medical Needs Co-ordinator (Ms Dorothy Savino)