

SEND Policy



The Governing Body of St Joseph's Catholic Primary School approved this policy in December 2020.

St Joseph's Catholic Primary School Special Educational Needs (SEND) Policy

This policy document outlines the aims and principles for SEND at St Joseph's Catholic Primary School. It was developed through a process of meetings with SLT, staff and the school governors.

Just as the teachings of Christ inform all our actions and the way in which we treat one another, we try to fulfil our ideals through the living of our Mission Statement:

Through Christ, we achieve our personal best

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1 SEND Code of Practice (National Context)

The revised Code of Practice, implemented in September 2014, provides a framework for developing strong partnerships between parents, schools, local authorities (LAs) and health and social services. It promotes a consistent approach to meeting children's Special Educational Needs (SEND) and places the rights of children at the heart of the process, allowing them to be heard and to take part in the decision-making process whenever possible. The focus is on ensuring that the SEND is identified as quickly as possible.

The Code is informed by general principles and should be read with these clearly in mind:

- A child with special needs should have his or her needs met
- The special needs of children will normally be met in mainstream schools
- The views of children should be sought and taken into account
- Parents/carers have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum (NC)
- It also takes into account of Part 3 of the Children and Families Act 2014.

2 Introduction

At St Joseph's Catholic Primary School, we strive to create a safe and secure learning environment where children feel valued and happy. Through our values, we equip children with the skills and tools to become life-long learners.

St Joseph's Catholic Primary School is an 'inclusive' School. It welcomes pupils of all backgrounds and attainments. The school welcomes pupils with Special Educational Needs and Disabilities (SEND).

We believe that all children learn in different ways so we offer a range of teaching strategies to develop strengths and support weaknesses. We realise that all children have areas of strength and use this in the process of maintaining and raising children's self-esteem, which is paramount to the success of the child. The aims of the education we provide are the same for all children including those with Special Educational Needs.

St Joseph's provides a broad and balanced curriculum for all children. The school uses the 3-Tiered Approach to supporting children's learning. These are known as the 'Universal', 'Targeted' and 'Specialist' approach to learning. (See appendix 1). The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty and or disability experienced by the child.

A pupil is defined as having Special Educational Need and Disability (SEND) if he or she has a learning difficulty that requires special educational provision to be made for him or her. All pupils with SEND must have those needs addressed, via a broad and balanced education. In most cases, it is the pupil's mainstream school that will make this provision.

Children have a learning difficulty if they:

a) Have a significantly greater difficulty than the majority of children of the same age

OR

b) 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

OR

- c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEN Policy works alongside and in conjunction with [The Local Offer](#) offered by RBKC and various other school policies namely the Attendance Policy, The Teaching and Learning Policy and The Behaviour Policy and is embedded in the Teaching and Learning Framework of the school.

The aims of this SEND policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

3 Access to the curriculum

Teachers are responsible for delivering Quality First Teaching to all pupils.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;

- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers are:

- Responsible for the learning of all pupils in their class including those pupils who have SEND. They give equal attention to all pupils who may need support with their learning. They ensure any support, such as that from a Teaching Assistant or Learning Support Assistant, is in addition to and in no way, replaces the attention pupils receive from their Class Teacher.
- Familiar with the SEND Code of Practice 2014.
- Responsible for using the proper procedures for identifying, assessing and making provision for pupils with SEND. They are responsible for giving pupils with SEND "attainable targets to encourage their development and promote self-esteem". The targets and strategies are discussed with parents, are written in the pupil's monitoring documents and kept in the teacher's class file.
- Responsible for informing the SENDCo and parents of any pupils they identify as having an area of need which requires learning support.
- Responsible for ensuring that additional needs and targets are communicated appropriately to all adults who work with the pupil.
- Teachers have experience in supporting pupils with a range of needs e.g. speech & language difficulties, autistic spectrum, Specific Learning Difficulties (dyslexia), behavioural difficulties.
- Teachers have experience of working with other professionals i.e. Learning Support Teachers from within the school, teachers from Pupil Support Service, the school Educational Psychologist, the Speech & Language Therapist, Occupational Therapists etc.

4 Special educational needs

The Special Educational Needs and Disability Code of Practice (2014) states that a child of compulsory school age or a young person has special educational needs if he or she 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)

In our school the Special Educational Needs and Disability Co-ordinator (SENDCo):

- Manages the day-to-day operation of the policy

- Co-ordinates the provision for and manage the responses to children's special needs
- Supports and advises colleagues with the writing of individual education plans (IEPs)
- Maintains the school's SEND register
- Contributes to and manage the records of all children with special educational needs
- Manages and evaluates intervention programmes
- Manages the school-based assessment and complete documentation required by outside agencies and the LA
- Acts as the link with parents/carers
- Maintains resources and a range teaching materials to enable appropriate provision to be made
- Acts with the Head of School as a link with external agencies and other support agencies
- Monitors and evaluates the Special Educational Needs provision and reports to the governing body
- Manages a range of resources, human and material, linked to children with special Educational Needs

5 The role of the Governing Body

The Governing Body have important statutory duties towards children with SEND. These are as follows:

- To decide the school's SEND policy and approach, setting up appropriate staffing and funding arrangements and oversee the school's work;
- To do its best to ensure that the necessary provision is made for any child who has a special need;
- To ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND;

- To ensure that a child with SEND joins in the activities of the school, together with children who do not have SEND, as far as is reasonably practical and compatible with the child receiving the SEND provision, their learning needs call for the most effective education of the children with whom they are educated and the efficient use of resources;
- To report to parents/carers on the implementation of the school's policy for children with SEND and notify them when SEND provision is being made for their child;
- To have regard to the Code of Practice when carrying out duties towards all children with SEND;
- To appoint a designated teacher, (SENDCo), who is responsible for the day-to-day operation of the schools SEND Policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents/carers, staff and external agencies.

6 Allocation of resources

The Executive Headteacher and Head of School inform the governing body of how the funding allocated to support special educational needs has been employed.

The Executive Headteacher, Head of School and the SENDCo meet regularly to agree on how to use funds directly related to statements/ Education Health and Care Plans and how the schools decoupled funding from the LA will be used to support children on the SEND register. The SENDCo draws up the provision map and allocate teaching assistants to classrooms and set up intervention programmes.

The Head of School and SENDCo decide on the support that is needed in each class.

Higher Level Teaching Assistants:

- Support children individually or in groups
- They may participate in meetings, contribute to records and assessment procedures, help draw up monitoring documents and plan work for individuals or group work, assist class teachers

SEND Learning Support Assistants (LSA):

- Work with pupils who have SEND. They may support one pupil with an Educational Health and Care Plan or they may support a target group within a class.
- Liaise regularly with the class teacher, support teachers and outside specialists. LSAs do not have private communication with parents/carers. Communication goes through Class Teacher, SENDCo, Head of School or Executive Headteacher
- If the LSA is supporting a pupil on a Statement/EHCP, she/he will work according to the strategies recommended on the Statement/EHCP and the pupil's monitoring documents. This may be individual support, group work or whole class support. It may also involve monitoring and recording the pupil's progress in an agreed way.

- LSAs, who work as general class assistants, support a target group of pupils in their learning. Some of the pupils in the group may have personal targets.

In addition to this, the school offers a number of intervention programmes to aid children in catching up in a variety of areas. These include:

- 5-minute box for literacy and numeracy
- Maths groups
- Language groups
- Power of 1
- Power of 2
- Toe by Toe
- ICT interventions: Clicker 7
- Small group teaching lead by intervention teachers
- Small group sessions lead by HLTA (Higher Level Teaching Assistant)
- 1:1 sessions delivered by HLTAs and TAs
- Sessions lead by Speech and Language Therapist
- Sessions lead by an IST (Individual Support Teacher)
- Sessions lead by the OT (Occupational Therapist)
- School Based Social Worker
- Learning Mentor

7 Identification, Assessment and Provision

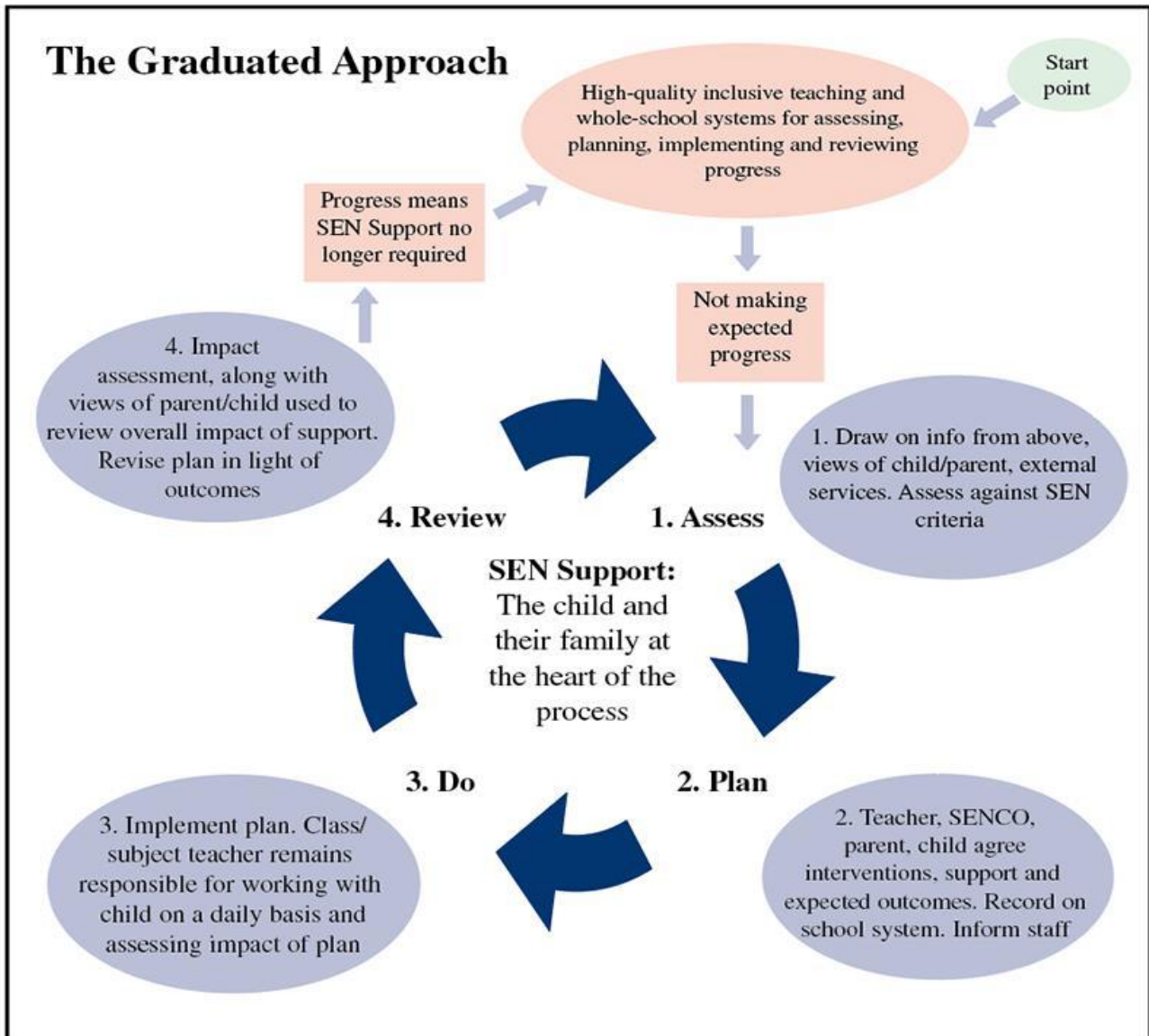
The 2014 SEN code of practice separates SEN into four areas:

- Communicating and Interacting (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health difficulties (SE&MH)
- Sensory and/or Physical needs (SPD)

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

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support. The class teacher and SENDCo implement the support plan for a set number of weeks. At the end of the intervention period, the child is assessed again to measure the progress he/she has made. This forms the cycle of Assess, Plan, Do, Review. This is known as the Graduated Support.



The school uses a five-stage model to respond to children’s special educational needs:

Stage 1: The class teacher identifies and consults with the SENDCo raising concerns about the progress of a particular child. The SENDCo may request a cause for concern form to be completed (Appendix 2). They will then assist with helping the teacher to further differentiate the curriculum and in setting small manageable targets for the child and the child is monitored over a period of time.

Stage 2: If concerns are still being highlighted then the SENDCo takes the lead in gathering information and coordinating the provision in school. It may be an intervention to boost the child in a particular area or some extra support for that child in class. The child is then placed on the SEND register as **SEN code - K**. The child may be given an individual education plan (IEP) which outlines specific, measurable, achievable, realistic and timed targets (SMART targets) for the child to achieve and these are written and reviewed termly.

Stage 3: If a child has a specific need i.e. speech and language need the school seeks advice and support from an outside agency to further support them. All children who are on the SEND register and have outside agency support must have an IEP.

Stage 4: If the school feels that a child is working considerably below age related expectations and the funding in the school's budget does not allow the school to fully support the child then the SENDCO can apply to the LA for them to consider the need for **Education, Health and Care Assessment (EHCA)**

Stage 5: the LA may issue a formal **Education Health and Care Plan**. The LA seeks a range of advice before making a formal Plan. The needs of the child are considered to be paramount in this. It is required by law for the LA to complete this process within 20 weeks.

Links with external agencies/ organisations

The school recognises the important contribution that external support services make in identification, assessment and provision for SEND pupils. When it is considered necessary colleagues from the following support services will be involved:

- Educational Psychologists
- Advisory Teachers
- Speech and Language Therapist
- LA Advisors
- Sensory support service
- Occupational therapy service
- Health Service
- Social Services
- Educational Welfare
- Physiotherapists
- Behaviour Support Team
- Child Development Clinic
- Specialist Teacher for the Visually Impaired
- Specialist Teacher for the Hearing Impaired

8 Partnership with parents/carers

A named governor takes a special interest in special needs and is always willing to talk to parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We will consider the wishes, feelings and knowledge of parents/carers at every stage. We encourage parents/carers to make an active contribution to their child's education.

We have regular meetings to share progress with parents. We inform parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with Special Educational Needs.

9 Monitoring and evaluation

Record Keeping:

The school will record the steps taken to meet pupil's individual needs in addition to the usual school records. This information is kept in the class teachers SEND file and in addition to this, central confidential records are kept by the SENDCo. The teaching assistants who support children on the SEND register also keep clear records of observations and progress and these are shared with the class teachers and SENDCo and are used in planning and reviewing next step targets. The information kept on file includes:

- Information and correspondence from parents/carers
- School information on progress and behaviour
- Current and reviewed IEP's
- Observations/ samples of work
- Provision Map for intervention for that child
- Information and reports from outside agencies
- Information from previous school/phases

Monitoring

The SENDCo:

- Monitors the movement of children within the SEND system in school.
- Provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- Analyses the impact of intervention programmes.
- Manages learning support staff and ensures that they keep clear records of the progress that the children are making.
- Is involved in supporting teachers drawing up Individual Education Plans for children.
- The SENDCo and the Head of School hold regular meetings to review the work of the school in this area.
- The SENDCo and the named governor with responsibility for special needs also hold termly meetings.

The Governing Body reviews this policy annually and considers any amendments in light of the review findings. The SENDCo reports the outcome of the review to the full governing body.

10 Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Child Protection and Safeguarding
- Exclusions
- Designated Teacher for Looked-after and Previously Looked-after Children
- Supporting Pupils with Medical Needs

Appendix 1: Our 3-tiered approach to supporting children’s learning

	Universal	Targeted	Specialist
	The quality first teaching your child will receive from her/his class teacher.	Making additional short term special educational provision to remove or reduce any obstacles to your child’s learning.	Seeking specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child.
Cognition and Learning	<ul style="list-style-type: none"> • Appropriately differentiated planning • Assessment for Learning approaches embedded into planning; peer and self assessment, sharing the success criteria • Using a range of teaching styles to reflect how different children learn • Modelling of activities and tasks • Visual aids • Concrete and practical resources • 5 B’s approach to being independent – what to do if you are stuck • Support staff /teacher support during group work • Specialist teachers for music, art, PE and Spanish 	<ul style="list-style-type: none"> • Maths and English intervention groups led by additional teachers and trained teaching assistants • Toe by Toe programme • 5 Minute Box Literacy and Numeracy • Power of 2 Maths Intervention • Plus 1 Maths intervention • Perform with Times Tables • ICT Software; Clicker 7 • Additional Teacher in Year 6. • Writing support/Mind mapping • Read Write Inc. Key Stage 1 • Read Write Inc. Catch up Key Stage 2 	<p>Referrals made to external agencies/specialists as required e.g.</p> <ul style="list-style-type: none"> • Educational Psychologist (EP) • Inclusion and Specialist Intervention Outreach (INSPIRE) • Autism and Early years Intervention Team (A&EYIT) <p>St Josephs’ commissions additional Educational Psychologist support to work with teachers on individual referrals and training.</p> <ul style="list-style-type: none"> • 9 hours of EP support • Training for all staff e.g. Dyslexia, Precision teaching
Communication and	<ul style="list-style-type: none"> • Communication Friendly Classrooms 	<ul style="list-style-type: none"> • Early Years Communication and Language 	<p>Referrals made to external agencies/specialists as required e.g.</p>

Interaction	<ul style="list-style-type: none"> • Increased visual aids • Visual timetables in all classrooms • Active listening and skilled speaking approaches used • Opportunities for talk (partner/group) • Talk for Writing • Timer displayed on the interactive white board/ using a sand timers 	<ul style="list-style-type: none"> • groups delivered by trained support staff • Language for Thinking Intervention groups • Task planners/Individual timetables 	<ul style="list-style-type: none"> • Autism and Early Years Intervention Team. • EP • Speech and Language Therapy
	Universal	Targeted	Specialist
	The quality first teaching your child will receive from her/his class teacher.	Making additional short term special educational provision to remove or reduce any obstacles to your child's learning.	Seeking specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child.
Social, emotional and mental health	<ul style="list-style-type: none"> • Whole school behaviour policy in place with clear steps, rewards and sanctions • Rewards; house points, stickers, post cards home • Whole school, class and playground rules/routines • Golden Time • Worry boxes in all classrooms • Circle Time 	<ul style="list-style-type: none"> • Learning Mentor • Individualised behaviour charts • Home/school communication book • Achievement book • Social skills/nurture groups delivered by trained support staff • Individual needs e.g. Circle of Friends • Social stories • Book of Success 	<p>Referrals made to external agencies/specialists as required e.g.</p> <ul style="list-style-type: none"> • Intervention Team Primary (ITP) • School Nurse • Child and Adolescent Mental Health Service (CAMHS) • Autism and Early Years intervention Team • EP

	<ul style="list-style-type: none"> • Collective Worship/Daily prayer 		
Sensory and Physical	<ul style="list-style-type: none"> • Easy access around school/classroom • Writing implements provided e.g. left-handed writing mats, pencils grips, sloping writing platforms 	<ul style="list-style-type: none"> • Occupational Therapy Programmes delivered by trained support staff • Occupational Therapy resources; weighted jacket, wobble seat, therapy putty, trampoline, therapy ball etc. 	<p>Referrals made to external agencies/specialists as required e.g.</p> <ul style="list-style-type: none"> • Occupational Therapy (OT) • Cheyne Child Development Service • School nurse • Autism and Early Years Intervention Team • Visual / Hearing Impairment Team

Appendix 2: Cause for Concern Form

Initial Concern Check list

Pupil Information

Name		DoB	
Year Group		Class Teacher	
Attendance			
Exclusions			
Home Language			
Pre-school setting			
Previous Schools			
Medical Information			
Specialist services involved to date			
Health			
Education			
Social services			

Achievement Data

EYFS profile																		
Year																		
Attainment NC/P levels	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Progress Summary -sub- levels or points score over time -Standardised scores, criterion referenced assessment																		

Base Line Information

Language	
Speech sounds	
Expressive	
Receptive	
Social and functional	

Literacy

Phonic phase-reading	
Phonic phase-spelling	
HFW- reading	
HFW-spelling	
Comprehension	
Book Band Level	
Letter Formation	

Example of free writing attached	
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Number and Calculation

Number recognition to...	
Number pupil can count to Forwards/Backwards	
Numbers pupil can confidently calculate within +/-/x/	

Behaviour for learning

Concentration	
Co-operation	
Independence	
Engagement	
Confidence	
Self-esteem	
Organisation	
Self-control	
Recorded examples of behaviour concerns attached	

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs, i.e. modification of teaching approaches, classroom organisation, behaviour management strategies or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact-progress and inclusion
Adult support	
Interventions	

Parent's and Pupil's perspective on child's strengths/additional needs

Summarise information from discussions

Parents/carers Have concerns been shared with parents/carers to date? .
Pupil

Peers

Additional Observations- note any key issues raised

Parents (behaviour at home)	
Support Staff	
Previous class teachers	
Lunchtime supervisors	

List individual assessments completed to support identification of need, including behaviour plans

Include standardised assessment completed to support identification of need, including behaviour plans (reading /spelling age as well as criterion referenced assessment)

Test	Date	Outcome

Outcome of meeting to consider placement on the school's SEN record

<p>Agreed action</p> <ul style="list-style-type: none"> -further assessment required Further modifications to teaching approaches etc. Targeted provision at School Support Who else to share pupils strengths and needs with

Class Teacher _____ Date of review

SENCO _____
