



*Together we will do our best for Jesus'*

## **COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION**

The Head teacher has overall responsibility for Special Educational Needs and Disability provision in St Joseph's Catholic Primary School

The designated teacher responsible for coordinating SEND provision is: Jude Perring, e mail: [jperring@sjcp.co.uk](mailto:jperring@sjcp.co.uk). Jude Perring is a member of the Senior Leadership Team.

The Governor with oversight of the arrangements for SEN and disability is: Mark Painter.

## **AIMS AND OBJECTIVES**

St Joseph's Catholic Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives and following the example of Jesus.

### **AIMS**

- To create an atmosphere of encouragement and acceptance, based on gospel values, where all children can thrive.
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To provide access to and progression within the curriculum.
- To work in partnership with parents, recognising that they are the primary educators of their children, to support children's learning and health needs.
- To provide quality training for staff that provides strategies to help them support children with special educational needs and disability.

### **OBJECTIVES**

- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014

- To operate a “whole child, whole school” approach in the management and provision of support for children with special educational needs or disability
- To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEN Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs.

## **ROLES AND RESPONSIBILITIES**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that St Joseph's Catholic Primary School arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published on the school website.

## **ADMISSION ARRANGEMENTS**

St Joseph's Catholic Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this St Joseph's Catholic Primary School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St Joseph's Catholic Primary School liaises with Plymouth CAST, the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

## **SEN INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.

iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that a child's targets match personal learning requirements.

Staff use a wide range of tools to assess the amount and level of SEN needed support required, central to this are the Pupil Progress meetings held termly which look at children's progress. Present at this meeting is the Class teacher, the Head teacher, the Head of upper/lower school and the SENCO.

If a child is not progressing the child is placed on the Code of Practice. The school uses a graduated response in providing any additional support. Parents are informed and invited to school to see the additional provision which is being offered. The school seeks advice as required from external agencies including the Educational Psychology service, speech and language therapists, Winchelsea Outreach.

Learning needs are managed either by using additional support' or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children is the first step in responding to children who have or may have specific learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs targeted support will be actioned and the school will keep a record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision is recorded in the school records and the child's parents are informed that special educational provision is being made.

The SENCO and SLT will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies. This might include:-

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

Where a child is identified as having SEND and or a disability, St Joseph's Catholic Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

The school identifies children formally at a Pupil Progress meeting but there will have been dialogue between class teacher, assistant head and SENCO prior to this so that concerns are not 'surprises.' Additional provision and consultation with outside agencies is a senior leadership responsibility and the SENCO directs targeted intervention work.

### **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that additional support will be intermittent and children will dip in and out of additional support throughout their school experience; parents will be consulted at each stage when support is begun or ended.

The SEND register is reviewed termly prior to the school census.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

### **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

### **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

St Joseph's Catholic Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St Joseph's Catholic Primary School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. See the school's policy on "Supporting children at school with medical conditions".

### **TRANSITION ARRANGEMENTS**

St Joseph's Catholic Primary School is committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school..

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for

whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required

The SENCO will provide information on specific needs for new staff.

The SENCO will network with other SENCOs from East Plymouth CAST and from Poole Local Authority.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **SEND INFORMATION**

St Joseph's Catholic Primary School presents its SEN information in three ways:

- i. by information placed on the school website
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

## **ACCESSIBILITY**

St Joseph's Catholic Primary School publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment will be made by them to discuss and resolve issues with the SENCO.

St Joseph's Catholic Primary School publishes its Complaints Policy on the school website.

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually.

J Perring

February 2016