



Roman Catholic Diocese of Hexham and Newcastle



St Joseph's Catholic Primary School

SEND Policy

All are welcome in St Joseph's where everyone is special, cared for and challenged to be the best they can be in our safe and happy school.

We strive to love justice, show mercy and walk wisely and humbly with God. We will love one another in Christ knowing that Jesus loves us very much.



St. Joseph's Catholic Primary School

The Catholic Primary School serving the Parishes of St. Anne's, Winlaton & St. Joseph's, Blaydon



St Joseph's Catholic Primary School Special Educational Needs and Disabilities (SEND) Policy 2022



Rationale

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Disability Equality Scheme and Accessibility Plan
- Teachers Standards 2012
- Created by the SENDCO in liaison with the SEN Governor, SLT, all staff and parents of pupils with SEND in line with the current reform.

As a Catholic school, we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to God and society. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community and place the Safeguarding of Children in all its forms at the heart of our work (see Safeguarding Policy). We are also a Gold Award rights respecting school and according to Article 23 of the UN Convention of the Rights of the Child, Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

We provide a broad and balanced curriculum for all children. We do however recognise that some children cannot achieve in line with age expectations or have Special Educational Needs beyond those of their peers. This can be manifested in many different ways, including:

- Difficulties acquiring and using new knowledge, concepts and skills
- Specific Learning Difficulties (e.g. Dyslexia)
- Autism / Aspergers
- Difficulties with Emotional or Social Behaviours
- Physical Disabilities
- Sensory Impairments
- Mental health and well-being
- Speech, Language and Communication Difficulties.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning objectives and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

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 nature and extent of the difficulty experienced by the child.

Aims and Objectives

The aims of this policy are:

- to work within the guidance provided in the SEND Code of Practice, 2014
- 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;
- to provide support and advice for all staff working with special educational needs children.

Identifying Special Educational Needs

A child or young person has special educational needs if he or she:

- “has significantly greater difficulty in learning than the majority of others of the same age” or
- “has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools.”

(SEND Code of Practice 0-25 May 2015)

In our school all children will receive quality first teaching from their class teacher, provided for all pupils, and will only be identified as SEN if they do not make adequate progress once they have had appropriate differentiation and intervention through personalised teaching.

As identified in the SEND Code of Practice 0 - 25 (2014), the four main areas of special needs are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Other areas which may impact on progress and attainment but are NOT considered to be SEN are:

- Disability (See Disability Equality Scheme and Accessibility Plan)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Early identification is vital, identifying the needs of the pupils through appropriate assessment, and involving outside agencies that can help or advise on the provision of intervention strategies if needed.

- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The teacher and SENDCO consider all of the information gathered from within school about pupil’s progress, alongside national data and expectations of progress. This includes using high quality and accurate formative assessment, using effective tools and early assessment materials.
- The class teacher and the SENDCO assess and monitor the children’s progress in line with existing school practices.
- The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 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.
- A formal review of a child’s progress and the impact of the support provided is evaluated on a termly basis (or more regularly where needs are complex).
- For higher levels of need children may be referred to specialist agencies for more specialised assessments. This includes Speech and Language, High Incidence Needs Team (HINT), Low Incidence Needs Team (LINT) and the Educational Psychologist (EP) service.

Inclusion - A Graduated Approach to SEN Support

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities as well as experience levels of understanding and rates of progress that bring feelings of success and achievement.

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

- have individual 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.

A graduated approach is used to ensure this entitlement:

- Class Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Within school the SLT and subject co-ordinators regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.
- This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Teachers respond to children's needs by:

- using both formal and informal assessments to identify barriers to learning and to plan for children's needs
- providing support for children who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding through the use of appropriate senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

When a child's needs are analysed and, despite high quality first teaching, their progress is significantly below expectations additional SEN Support will be provided:

- further additional specific assessment will be carried out by the SENDCO, a TA or by a specialist agency if required.
- specific interventions will be planned for designed to address their needs.
- all needs and interventions will be identified and planned for on a provision map and SEND Register.
- each child will have a Pupil Learning Plan (PLP) with specific, achievable targets to make small steps of progress personal to each child which will be used to inform provision within the classroom and within interventions. PLP's are reviewed termly with parent's during teacher / parent discussions.
- all interventions will be monitored, evaluated and reviewed during and at the end of an intervention.
- children will be assessed at the beginning and end of an intervention to assess the impact of the intervention.
- children's needs are reviewed half termly in pupil progress meetings, termly in teacher / parent meetings and in formal reviews with multi-agencies where needed. The SENDCO, class teacher or parent may arrange additional meetings if and when needed.
- provision for SEN is set out in the Local Offer, accessible via the school and LA website.
- if the school does not feel it can fully meet the needs of a child the SENCO / SLT will engage specialist advice from outside agencies.
- when outside agency advice is required the SENDCO will be responsible for making the referral and completing the necessary documentation in discussion with the Class teacher, parents and child if appropriate.
- if the child's needs are significant the SENDCO and other professionals involved will advise that the child may benefit from an Education, Health and Care Plan (EHCP), known as a Single Plan in Gateshead LA. The EHCP replaces Statements.
- if a child no longer needs additional support their parents will be informed and they will be removed from the SEND register, however their progress will continue to be monitored half termly.

The Role of Co-ordinator

The school SENDCO is Miss Graham who can be contacted via the school office on 0191 414 3108 regarding any query or concern regarding the provision of SEND. Miss Graham is a member of the Senior Leadership Team (SLT) and has gained the National Award for SEN (NASENCo Award) qualification.

In our school the Special Educational Needs and Disabilities Co-ordinator (SENDCO):

- manages the day-to-day operation of the policy;
- identifies needs of groups of children to plan for assessment and intervention;

- co-ordinates the provision for and manages the responses to children's special needs (Wave 3 support) and those pupils requiring Wave 2 Intervention (catch up programmes);
- co-ordinates interventions, including timetabling and deployment of teaching assistants;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records (IEP's) of all children with SEN;
- manages the school-based provision (School Support) and completes documentation required by outside agencies and the Local Authority;
- acts as link with external agencies and other support agencies;
- organises and leads multi-agency review meetings;
- monitors and evaluates the Special Educational Needs provision and reports to the Senior Management Team (SMT) of which they are a member;
- advises the SMT and governors with regard to Provision Mapping of support and the allocation of SEN funding.

Disability and Accessibility

School is accessible for children and adults with disabilities, with facilities such as ramps and a disabled toilet (See Disability Equality Scheme and Accessibility Plan).

Supporting Pupils and Families

The school prospectus, website, SEN Information Report and the Local Offer contains details of our policy for SEN, and the arrangements made for these children in our school. The named SEND governor, Mrs L Ducker, takes a special interest in special needs and is always willing to talk to parents. Class teachers and the SENDCO are available via the school office if a parent has any concerns, worries or additional information that is relevant to their child's progress, health or emotional well-being.

- At all stages of the special needs process, the school keeps parents fully informed and involved.
- Account is taken of the wishes, feelings and knowledge of parents at all stages.
- Parents are encouraged to make an active contribution to their child's education.
- Parents are invited to meet three times a year to share the progress of their children.
- Parents are invited to and can ask for additional meetings and reviews whenever needed.
- The SENDCO will organise and chair multi-agency meetings where parents can express their views and/ or concerns and if appropriate pupils will be invited to hear and express own views.
- Parents are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.
- School will signpost parents and pupils to additional support from other agencies or to professionals who can give advice on areas school are unable to support or for issues outside of school.
- School will give families support wherever possible to explain and support throughout any process or referral.
- Access to exams will be considered and applied for prior to statutory tests by the class teacher and SENDCO, and children's individual needs will be accommodated within teacher assessments.

Resources

The SENDCO, supported by the Office Manager, is responsible for the operational management of the specified special needs funding and provision within the school, including the provision for children with an Educational Health Care Plan (EHCP).

Policy development

This Policy will be reviewed September 2024