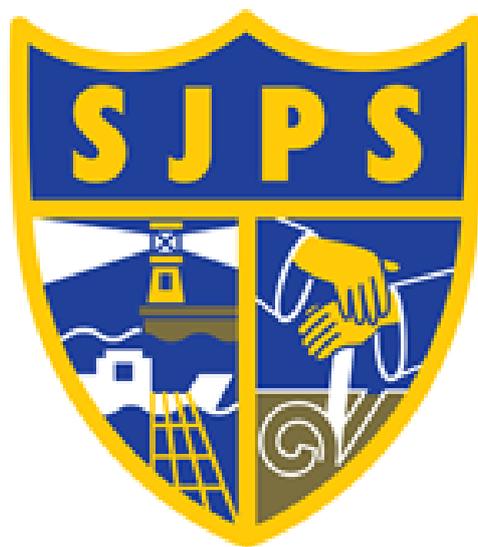


St Joseph's Catholic Primary
School

Special Educational Needs
and Disability Policy

SEND



'We Live, Learn and Grow in the light of Christ'

Date Reviewed: January 2023

Rationale

At St. Joseph's we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education. Many children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. Every teacher is a teacher of every child or young person, including those with SEND. We would define a child with SEND as one who has significantly greater need for help than their peers in a particular aspect of the curriculum, or in their general learning. We believe parents have an important role and they should be involved as much as is possible in their child's education and inclusion.

This policy reflects the working practices of St Joseph's RC Primary School for identifying, assessing and making provision for children with special educational needs (SEND) following the guidelines in the updated Code of Practice (2015).

This policy is intended to ensure that each child reaches their potential in an inclusive and supportive environment, which promotes and provides equal opportunities

At St Joseph's Primary School we aim to:

- Welcome children with a wide range of SEND
- Ensure that children with SEND have full access to the curriculum
- Identify individual needs and plan to meet them
- Arrange the necessary additional support
- To take the views of the young person into account.
- Regularly review the effectiveness of the support provided
- Work in close partnership with parents and carers
- Forge productive partnerships with specialist support agencies

The SENDCO, Mrs Jaimie Aitken, is responsible for co-ordinating the day-to-day provision for children with Special Educational Needs or Disabilities.

The Special Educational Needs and Disabilities Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with other schools if the child is transferring to another school or provision and liaising with the new school if Y6 pupils are to transfer to Year 7.
- Liaising with external agencies including the LA's support; educational psychology services; health and social services and voluntary bodies.

- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to learning environments within school to monitor the progress of children on the SEND support register.
- Works with the Head teacher and Governors to fulfil the Equality Act.

Broad Guidelines

- Our policy is in line with the Department for Education current SEND Code of Practice (2015).
- We ensure access for all children to a broad and balanced curriculum and aim to be fully inclusive.
- We identify and assess problems as early as possible in order to remove barriers to learning and raise expectations and achievement of pupils with SEND. Children are entered on a SEND register.
- We carry out whole school assessments in order to identify needs and set targets.
- Progress is reviewed regularly in consultation with all parties concerned. We keep clear and thorough records. Our SENDCO oversee work with individuals and small groups of identified children, in order to teach, review and assess. The SENDCO work in partnership with parents, outside agencies, the local authority and other schools as appropriate.
- The SENDCO attends SENDCO forums to receive up to date information regarding all aspects of SENDDD.
- SEND matters are raised in school and at Trust and Authority meetings.
- We set aside money from the budget each year for SEND resources.

The role of the Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Trust, LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with SEND.

The governing body has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.

The governing body has a member responsible for overseeing SEND in school. Currently this is Vinnie Turner.

Arrangement for Admissions

All children applying for a place in school are subject to the criteria outlines in the admissions policy. No child will be discriminated against on the grounds of having SEND.

Educational Inclusion

Children with SEND are regarded as full members of the school community. We include them in all opportunities through careful forward planning. 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 respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available 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, including trauma or stress, and to take part in learning.

Identification and Assessment

Early identification is vital. All pupils receive 'Quality First Teaching' and a differentiated curriculum to meet the variety of needs within the classroom. In addition to this, individual and group interventions provide extra support to those children who may need a more specific and targeted approach. All interventions are closely monitored to ensure that they are having maximum impact on the child's learning and progress.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices and Special Educational Needs and Disability Code of Practice. On a termly basis, class-teachers review the progress made by individual children and groups of children, basing their opinion on formative and summative assessment. Class teachers may present an application to the SENDCO for a child to be considered as having SEND provided they can show evidence for a lack of progress, outlining the support already offered. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The SENDCO considers the evidence and observes the child in class. The SENDCO will then contact the parents/carers of the child to seek their views of the child's progress. If all parties are in agreement then the child will be registered as having SEND.

Planning and Review

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.

All children who have SEND will have an individual Provision Map if they are on SEND Support or have an Educational Health care Plan. Elsewhere provision and targets for school action pupils are

captured on the school provision map. Individual Provision Maps are updated twice a year. The plans outline the targets for improvement and the methods of support to be provided to assist the progress. Each review will highlight the progress of each child against the targets set and new targets on their support plan are then prepared. Pupils can move from the SEND register or be considered for an Education Health Care Plan if the pupil has not made expected progress in relation to targets set and support provided. The school will take advice from professionals and keep parents fully informed.

Annual reviews are held for all children who have an Education Health Care Plan. Teachers, support assistants, parents /carers and all other professionals involved with the child contribute to the review and the outcomes are shared with North Tyneside's SEND department.

Monitoring and Evaluating

The SENDCO is involved in supporting teachers involved in drawing up Individual SEND Support Plans for children on the SEND register. The SLT hold regular meetings to review the work of the school in this area and determine the correct interventions for individual children.

The school can measure pupil's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors within the National Curriculum at the end of a key stage
- standardised screening or assessment tools

Adequate progress can be defined in a number of ways:

- closing the attainment gap between the pupil and the pupil's peers preventing the attainment gap growing wider
- matches or betters the pupil's previous rate of progress
- ensuring access to the full curriculum
- demonstrating an improvement in self-help, social or personal skills
- demonstrating improvements in the pupil's behaviour

Transition Arrangements

Before a pupil starts St Joseph's, the parents bring their children to a Nursery visits and any special concerns about particular needs will be brought to the attention of the SENDCO. St Joseph's has developed good relationships with feeder nursery schools and relevant information is shared prior to transition so that appropriate adjustments can be made. When children join from another school, the teacher and SENDCO will gather relevant details about SEND from the parents and the previous school. Children transferring from St Joseph's to a new school will have their SEND records sent on. At point of transfer to secondary school, information is shared regarding vulnerable pupils and SEND records sent. When children with SEND move from one year level to the next information is shared between current teachers and the next in the summer term on a transition document and a face to face meeting. The SENDCO will also arrange meetings with class teachers to discuss children on the SEND register early on in the new autumn term.

Parents/Carers Involvement

We consider parents and carers to be the first and most important educators of children and it is vital for the child that there is a positive and co-operative partnership between home and school. Parents' and carers' views and contributions are valued and listened to. Parents and carers are consulted either verbally or in writing of any changes we wish to make to their child's programme of support and we welcome feedback. We have regular opportunities for parents to discuss the progress of their child. We inform the parents 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. Annual reviews are held to meet with parents of children with an EHCP to which involved agencies are invited.

SEND Training

St Joseph's is committed to providing and facilitating SEND training. The SENDCO will identify and arrange training as required and lead whole-school INSET as appropriate.

Allocation of Resources

The SENDCO and Head Teacher are responsible for the operational management of the specified and agreed resourcing for SEND within the school, including the provision for SEND support children and those with an Educational Health Care Plan (EHCP).

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been used.

The Head Teacher and the SENDCO meet annually to agree on how to use funds directly related to EHCPs.

The school receives funds from the local authority which are delegated specifically for pupils with special educational needs and disabilities. Where a pupil has an EHCP, money specifically for the use of that pupil may be allocated by the authority in which the pupil lives.

Pupils with SEND may require additional resourcing from the main school budget to meet their needs. Money allocated to SEND may be used to: -

- Provide additional Teaching Assistant support
- Purchase of special equipment including IT resources
- Provide extra numeracy and literacy support (classroom assistants and teachers) for targeted groups

Practice of deployment of staff Teaching assistants

(TA's) are deployed in the following ways:

- **Whole class:** Offering general support to the whole class to meet the wide range of needs and abilities within a group. They support learning, break down work and personalise it to pupil's needs.
- **Targeted in class learning support:** Being deployed as a specific resource to support pupils with special educational needs, including pupils with EHCP and pupils with SEND support.

- **Targeted intervention delivery:** Specific intervention for allocated pupils with identified needs. This deployment and intervention is bespoke to individual pupils needs to support their independence and inclusion.
- **Targeted interventions in 'The Hive':** Specific interventions and nurture for identified pupils.

Support from Outside Agencies

The school works with a wide range of professional agencies that provide additional support for children's needs both in school and outside school. Our primary support comes from the services of the Educational Psychologist, Speech and Language Therapy and The Language and Communication Team. Where appropriate, pupils can be referred to Northumbria health services including CAMH's, school nurses and GPs.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Head teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. In our school this person is Vinnie Turner. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

For any further information visit the Local Offer

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Date of Review: January 2023

This policy will be reviewed in January 2024

Signed: (SENDCO)

Signed: (Head teacher)

Signed: (Chair of Governors)

Further advice and support:

Schools and parents can access information, advice and training materials that have been developed through the Department for Education's voluntary and community sector grants programme.

NASEND provides an SEND Gateway that enables access to a broad range of materials and support services across the range of SEND www.sendgateway.org.uk

The Excellence gateway provides access to resources to support professional development in the FE and Skills sector www.excellencegateway.org.uk

Early Support provides a range of information materials to families and professionals www.ncb.org.uk/earllysupport.

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum www.autismeducationtrust.org.uk
- The Communications Trust for speech, language and communication difficulties www.thecommunicationtrust.org.uk
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties www.thedyslexia-spldtrust.org.uk/
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment www.natsip.org.uk

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEND system.

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development. Learning Support / SEND - Towards a Common Language & Understanding in Schools