

	Name of School	St. Joseph's Catholic Primary
	Policy review Date	September 2020
	Date of next Review	September 2021
	Who reviewed this policy?	Lisa Wilson
	Inclusion Lead	Ms Lisa Wilson
	SEN Governor	Mrs Angela Podmore
	Headteacher	Mrs Bernadette Matthews
	Chair of Governors	Mrs Angela Podmore

## **POLICY ON IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum. Despite our efforts, some children will experience significantly greater difficulty than others and these pupils will need extra consideration and provision. We recognise the need to identify and actively cater for these children at all levels and aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- Setting suitable learning challenges – We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- Responding to pupils' diverse learning needs – We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils –

We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEN D) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;

- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;
- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

It is important that all children at St Joseph's Catholic Primary School are given the opportunity to fulfil their full potential.

### **Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information rep

### **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
  - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **Roles and responsibilities**

The Inclusion Lead is Lisa Wilson

[senco@st-josephs.havering.sch.uk](mailto:senco@st-josephs.havering.sch.uk)

They will:

- Work with the headteacher and governing body to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high- quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

Lisa Wilson gained her National SEND accreditation in 2021.

### **The SEND Governor**

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

The headteacher will:

- Work with the Inclusion Lead and governing body to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class Teachers**

Each class teacher is responsible for:

The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Lead to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **SEN information report**

Please see separate information- on school website. A paper copy can be made available on request. Please contact the school office. [Office@st-josephs.havering.sch.uk](mailto:Office@st-josephs.havering.sch.uk)

### **Monitoring arrangements**

This policy and information report will be reviewed by Lisa Wilson Inclusion Lead, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

### **Admission arrangements**

All children regardless of SEND are admitted to St Joseph's Catholic Primary School in line with LA Policy. Specific medical problems are reported to the school by the parents. Detailed records for all children are received from the Infant/nursery feeder school at the end of the Summer Term. The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

## **Identification**

The school recognises the importance of early identification whether more or less able and the assessment and provision for any child with SEND. In addition to the initial information listed below the school will employ further screening where appropriate

### **Initial information required:**

1. National Curriculum Assessments
2. Individual Records
3. Reading Test Results
4. Class Teacher and parents' observations
5. Consultation with previous Class teacher/Inclusion Lead /Support Teacher
6. Information from outside agencies
7. Outcomes of school based and standardised assessments
8. Liaison with, and information from, our feeder pre- schools.

## **Assessment and Testing**

Reading and phonic tests may be used to assess reading and phonics. Children in the foundation stage can be screened on-entry using Language Link; some may also be screened using Speech Link. Termly assessments are used to assess reading, writing and maths. If specific difficulties are highlighted at this stage or later, further diagnostic tests are administered for example Junior Language Link or the Essential Reading test.

## **Aims and objectives**

### **Aims**

- Early identification of those children requiring extra help and support.
- Inform and involve parents/carers.
- To involve class teachers in the assessment and management of programmes of work and help them understand their responsibilities.
- Attention to be paid to improve the child's self-esteem and minimise any sense of feeling/being different from his/her peers.
- To be aware of talents that are not necessarily of an academic nature.
- Initiate an individual staged programme of work, to be monitored and updated regularly.
- Ensure all children have access to the National Curriculum while receiving an education appropriate to their needs.

- To take into account, where appropriate, the ascertainable wishes of each child concerned, in order to provide more effectively for him/her. To be concerned for the whole child – socially, spiritually, physically and intellectually.
- To ensure that all children are working on the appropriate national curriculum level for their ability.

### **Objectives**

- Encourage and enable active involvement by the Class teacher
- Each teacher to provide differentiation within class work when necessary.
- Provide, at least annually, standardised tests in addition to the National Curriculum, in order to ensure correct identification of SEND. This is in addition to class teachers ongoing assessment.
- Ensure regular assessment, monitoring and review procedures are in place.
- Regular and positive interaction with parents/carers developing a closer relationship.
- Encourage liaison between class teachers to ensure continuity year by year plus key stages.
- Provide easy access to extra resources to help with support and extension work.
- Ensure spelling is systematically taught throughout the school.

### **Criteria for success**

Support and commitment of the staff in implementing the Special Needs and Disability Policy Document

- In being very clear about the appropriate learning objectives and tasks to best meet each child's needs.
  - In being systematic and consistent in the implementation, monitoring and recording of SEND
  - In breaking down and making teaching points explicit and expectations very clear at all times. •
- In keeping the parents informed of successes, however small. There will be regular review meetings for all children receiving extra support,

### **Support and commitment of parents**

- Confidence that the school's SEND policy is in place.
- That they have a positive role to play in supporting the child and the school.
- That channels of communication are always valued and open to them.

### **The Child**

- Feels positive about having support
- Is aware of their own shortcomings, but strengths are valued and seen to be valued.
- Has targets set so that success can be achieved.
- Feels more in control of their own learning. Closing the audit loop
- Identifying the problem.
- Assessing the severity of the problems.
- Determining the optimum intervention.
- Checking that the intervention is achieving the desired effect i.e. ensuring that children reach their full potential.

### **School Procedures**

Access to the school's broad and balanced curriculum is achieved for pupils by differentiation of work by teachers through Quality First Wave One teaching. Pupils falling just below national expectations will usually benefit from Wave Two catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, Wave Three interventions will be implemented (SEND Support)

### **SEND Support**

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

1. An important feature of SEN Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, or SENCo identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.

2. The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities;

- makes little or no progress
- shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
- persistent emotional difficulties which continue despite management techniques generally used in the school
- has significant sensory or physical problems that impact on their ability to learn
- has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.

3. The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.

4. All information about the pupil from within the school, together with any additional information from the parents will be considered.

5. The Inclusion Lead will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

6. The Inclusion Lead will facilitate the collection of all available information about the pupil. Information will be collected from;

- within the school
- progress tracking information
- parents/carers and the pupil.

7. The Class Teacher, working the Inclusion Lead should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Education Plan (IEP).

8. The pupil's class teacher will be responsible for working with the pupil on a daily basis and for planning and delivering the Individual Education Plan (IEP).

9. All staff will be involved in providing further help to pupils

10. The IEP will be reviewed on a termly basis.

11. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent IEPs will reflect strategies to meet their needs and show a graduated response to those needs.

12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the Inclusion lead in consultation with teaching staff, parents and pupil.

13. Specialist assessment arrangements may need to be made and the Child & Community Psychology Service involved at this time.

14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.

15. If the pupil or young person:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme

has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency

- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- is receiving at least £6,000 of support and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority

### **School Request for a Statutory Assessment**

The Inclusion lead will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in National Curriculum levels
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

### **Education, Health and Care Plan**

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

1. The Head Teacher/Inclusion Lead will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.
3. Progress will be formally reviewed by holding an annual review meeting.
4. The Head Teacher/Inclusion Lead will seek;
  - written advice from parents and professionals
  - ascertain the views of the pupil
  - convene the review meeting 10
  - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are;
  - the pupil's parent/carer
  - relevant teacher/s and TA/s
  - representative of the LA
  - the pupil
  - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, the receiving SENCo.

6. The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. Following this review planning for the transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCo or their representative from the receiving secondary review will be invited. This must be a person centred review and a one-page profile written to go with the pupil to secondary school.

### **Confidentiality**

In view of the sensitive nature of the information contained within the IEP forms and pupil individual profiles, all paperwork should be filed and the confidentiality of all paperwork should be respected. This is to be kept in files in classrooms, copies held by Inclusion Lead. The Final Review in School The final annual review carried out preferably in the Autumn Term in the school will identify the young person's likely destination on leaving school. INCLUSION We are fully committed to the principle of inclusion and the good practice, which makes it possible.

Our policy, as set out in this document, will enable pupils with SEND to be an integral part of our school community. Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them. Pupils will only be withdrawn when: 1) They will benefit from some intensive individual work on a cross curricular skill 2) It is clearly inappropriate, or medical advice indicates that it is unsafe for the pupil to participate and some alternative has been arranged

### **Involving pupils and parents/carers**

The views of parents will be sought at all stages of assessment and provision. The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned. Staff will try to get to know the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home. Records will be kept of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household we will deal directly with the parent who has day to day responsibility for the pupil. We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise. The school leadership team deploy support staff to support children with Education Health Care plans. The school has the final decision as to where support staff are placed. School policy dictates that unless, exceptional circumstances, a learning support assistant will support a child for no more than 2 years consecutively. This allows for children to work with a range of adults and ensures quality professional development for support staff by working with a range of children with diverse needs. Training is available for all support staff.

### **Parent in Partnership Services**

The LA has made arrangements to provide impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information booklets, which are available in school or directly from the service on their website [www.havering.gov.uk/pips](http://www.havering.gov.uk/pips). Parents will be informed of the availability of this service, which includes access to an independent parent supporter. In Havering this is done



through the Parent Partnership Co-ordinator. Details of the service and contact information is available from the Parent Partnership Service.

### **Working with outside agencies**

The Head Teacher, or a person nominated by the Head Teacher which could be the SENCO/INCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school. Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

### **In-Service Training/Staff Development**

In line with school policy all staff are entitled and encouraged to attend SEND courses appropriate to their needs. The SENDco attends termly meetings organised by the LA. Our classroom assistants attend regular training sessions appropriate to individual and whole school needs. This is in addition to school-based Inset.

### **Leaving School**

When a pupil leaves the school, the Inclusion Lead will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the secondary schools, who receive our pupils. This is particularly so in respect of pupils with SEN or disabilities.

### **Pre-School Transfer**

Children who have been identified with SEND by a pre-school are discussed on an individual basis with the area SENDCo and the pre-school teachers prior to transfer. In some cases, for vulnerable children, Person Centred Reviews (PCR) will take place.

### **Secondary School Transfer**

All children have detailed records, which are passed on to secondary school on transfer. The needs of children with SEND are discussed on an individual basis with the secondary liaison teachers prior to transfer. In some cases, for vulnerable children, a PCR will take place.

### **Complaints Procedure**

As a requirement of the Education Reform Act, the school has a set procedure, which specifies how complaints should be dealt with. When a complaint in relation to Special Educational Needs is received it should be dealt with in the first instance by the Head teacher as is the established practice in school. In the rare instance that the matter cannot be resolved informally then the stage is for it to be considered by the Governing Body as a formal complaint. A copy of the complaints procedure is available on the school's website.

### **Disabled Access to school building**

The school has wheelchair ramps in place and a special toilet.

## **RESOURCES**

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEND support required by a young person. There is an annual budget for the purchase of SEND resources and the resources are reviewed and updated regularly. Monitoring and Evaluation Provision for SEND is monitored on a regular basis in consultation with all staff. This includes discussion regarding IEPs, teaching support with classroom and feedback from subject leaders. The SEND Governor feeds back to the full Governing Body on a termly basis.

**SEND Information Report**

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at [www.havering.gov.uk/directory](http://www.havering.gov.uk/directory)

**Review of the policy**

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years. This policy has been written with regard to the Special educational needs and disability code of practice: 0 to 25 years, January 2015

September 2020 Reviewed and updated by Ms Lisa Wilson (Inclusion Lead)

**September 2021**