

ST JOSEPH'S CATHOLIC INFANT SCHOOL

Special Educational Needs and Disability Policy

I am special in God's eyes

We will be a happy, welcoming school with Christ at the centre, where everyone is recognised as special

"Do not be afraid for I have redeemed you;

I have called you by your name,

you are mine.

Because you are precious in my eyes,

because you are honoured and I love you."

Isaiah 43 : 2-5

We see each child as a whole child and aim to cater for their emotional, physical, spiritual and moral needs along with educational needs enabling every child to meet their full God-given potential.

Adults with SEND Responsibility at St Joseph's

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1. Aims and Objectives

Aims

At St Joseph's School we believe that every child is entitled to an education that enables them to make progress, achieve their best and become independent and confident individuals. The views, wishes and feelings of our pupils should be sought and taken into account within an age appropriate way. Parents/carers have a vital role to play in supporting their child's education and we aim for children, parents/carers and staff to work in collaboration to achieve the very best for each pupil.

We aim to provide every child with access to a broad and balanced education. This includes accessing the National Curriculum in line with the *Special Educational Needs Code of Practice*. Our provision is built to enable SEN pupils to be successful.

Objectives

- **Identify the needs of students with SEN as early as possible.** We do this most effectively by gathering information from parents/carers, education, health and care services and from our feeder pre-schools and nurseries.

The SEND Code of Practice 2015 describes 4 broad categories of need:

- ***Communication and Interaction***
- ***Cognition and Learning***
- ***Social, Emotional and Mental Difficulties***
- ***Sensory and/or Physical Needs.***

Some pupils may have needs that fall into more than one category.

- **Monitor the progress of all students** in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure students with SEN have full access to the National Curriculum.** Teachers are responsible and accountable for the progress and development of all students in their class. High quality teaching and differentiated lessons for all students are the first steps in responding to students who may have SEN.
- **Work with parents.** The school and parents will work in partnership in order to identify and meet pupil needs.
- **Work with outside agencies.** We will seek advice, guidance and support from outside agencies, where appropriate.
- **Create a school environment where students feel safe to voice their opinions of their own needs.** All those responsible for, or involved in, SEN provision take into account the views and wishes of the students.

2. A Graduated Approach to SEN Support

The school will have regard to the DfES SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND. This describes a continuum of SEND which is responded to through a graduated response which brings increasing specialist expertise to bear on the difficulties a child may be experiencing.

Quality First Teaching

At St Joseph's we strive to ensure that all children receive quality first teaching. This means teachers cater for all pupils in their class through their assessment, planning and teaching. The majority of children will learn and progress within these arrangements.

SEN Support

When a teacher or parent has initial concerns about a child's progress or behaviour in general, or in a particular area in comparison to the peer group, the child will be monitored and discussed. If the pupil continues to be a cause for concern and presents with ongoing difficulties then it may be deemed necessary for the school to make provision which is additional to or different from the already differentiated curriculum. The child would then be recorded on the SEND register at school.

The support and provision provided for our SEND pupils consists of a four-part process:

- Assess – adults working with the child, including parents, will consider the child's needs. It may be necessary to carry out some further observations or assessments to identify the barriers to learning.
- Plan – school staff, will take into account the barriers to learning and make a plan including adjustments to teaching and learning, interventions and additional support. The class teacher may work with the SENDCo and in some instances outside agencies to consider the best approach. This is shared with parents as part of Parent Meetings or an additional SEN meeting can be held.
- Do – The class teacher will ensure any interventions or support take place and will monitor the effectiveness of the provision.
- Review – The effectiveness of the support and the impact on the child's progress will be reviewed and discussed with parents. Next steps are planned and the cycle resumes.

This cycle is outlined in the Code of Practice (2015).

Education, Health and Care Plan

During the Assess, Plan, Do, Review cycle it may become clear that a pupil needs sustained long term support for their SEN or they are not making expected progress despite the support in place; an EHC Plan may be sought. An EHCP can be applied for by school or parents.

Further information about EHC Plans and other information relating to Family Services can be found via:

www.bucksfamilyinfo.org/localoffer

or by contacting the Information Advice Service (IAS, formerly Parent Partnership) which supports and gives advice to parents concerning the difficulties their child with SEN experiences in schools:

www.buckscc.gov.uk/bcc/parent_partnership/parent_partnership.page

Education, Health and Care Plans are written and maintained by the Local Authority.

Class teachers have responsibility for the day to day implementation of the support outlined in the EHCP.

This is reviewed at least annually in an Annual Review meeting co-ordinated by the SENDCo.

3. Training and Resources

Professional development needs are identified through the schools Performance Management system and the School Improvement Plan. This is overseen by the Headteacher.

4. Roles and Responsibilities

It is the role of **Special Educational Needs Co-ordinator** (SENDCo) to:

- oversee the day to day operation of the school's SEN policy;
- co-ordinate the provision for, and manage the responses to children's special needs;
- support and advise colleagues and contribute to the professional development of all staff;
- liaise with parents of pupils with SEN
- be a key point of contact for external agencies
- monitor and evaluate the special educational needs provision and report to the Local Academy Committee through the link governor;
- liaising with the SENDCo in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

Support staff (TAs/LSAs and lunchtime supervisors) should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Support staff may:

- support the teacher in delivering the actions outlined on the SEN Support Plan
- keep a record of the work they do with a pupil
- keep the class teacher informed of progress or problems.

5. Working in Partnerships with Parents

We aim to build a relationship of mutual trust between home and school so that we can work together for the benefit of the children.

Parents who have a concern about the way the school is dealing with his/her child displaying special educational needs should: -

1. Talk to the class teacher
2. Talk to the SENDCo
3. Talk to the head teacher

6. Accessibility

The school has an Accessibility Plan which is reviewed annually.

7. The Voice of the child

We recognise the difficulty in involving our very young pupils with SEN in having a voice in their education. Where possible, we use developmentally appropriate resources to support them in making their needs known as well as talking to their parents or caregivers to advocate on their behalf.

8. Reviewing the Policy

St Joseph's School will review its Special Educational Needs Policy annually.

This policy should be read in conjunction with the following school policies: Anti-Bullying Policy, Complaints Policy and Privacy Notice.

Date: February 2022

Next Review Date: February 2023

The following documents form our statutory duty and legal requirements to support pupils with SEND:

- Special educational needs and disability code of practice: 0-25 years (Department for Education 2015)
- The Children and Families Act 2014

Definitions of special educational need (SEN) taken from the DfE statutory guidance 'Special educational needs and disability code of practice: 0-25 years' pages 15/16. January 2015.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a 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 a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).