St. Joseph's Catholic Primary School



Special Educational Needs and Inclusion Policy

St Joseph's Catholic Primary School Policy for Special Educational Needs and Inclusion

Rationale:

St Joseph's Catholic Primary School is committed to providing an appropriate and high quality education for all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe. St Joseph's is committed to inclusion. This means that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- new to English
- learners with special educational needs or disabilities
- learners with medical needs
- those who are looked after by the local authority
- those who access Free School Meals
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning.

Aims and Values:

- To enable every child to have full access to a broad, balanced and relevant education, including an appropriate syllabus for the Early Years Foundation Stage and the National Curriculum
- To ensure all pupils make progress
- To work positively with parents/carers to support individual children's needs
- To build individual children's self-confidence and sense of worth within the ethos of a Catholic school

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age, experience and maturity.

We are aware of the needs of our Key Stage 1 children, for whom maturity is a crucial factor in term of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St Joseph's Catholic Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

St Joseph's Catholic Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The SENDCos are Mrs Amy Fox and Miss Megan Firth who report regularly to the Headteacher on this area.

Objectives:

1. To ensure compliance with the statutory guidance and documents listed above

2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs

3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible

4. To provide full access to the curriculum* through differentiated planning by class teachers, SENDCo, and support staff as appropriate (*Except where disapplication, arising from an EHCP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND

6. To ensure that children with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers

7. To enable children to move on from St. Joseph's well equipped in the basic skills of English, maths and social independence to meet the demands of secondary school life and learning

8. To involve parents/carers at every stage in plans to meet their child's additional needs

9. To involve the children, in an appropriate way, in planning and any decision making that affects them

Arrangements for coordinating SEND provision

Identifying Special Educational Needs:

Teachers and the SENCO, along with parents, carers, children and outside partners will work together to identify children's special educational needs through a detailed analysis of:

- Teacher's assessment and experience of the pupil;
- Information on pupil progress, attainment, and behaviour;
- Individual's development in comparison to their peers;
- The views and experience of parents;
- The child's own views; and advice from external support services.

The action that the school needs to take to support children will take account of the four broad areas of need and the whole child:

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

We accept the principle that pupils' needs should be identified and met as early as possible.

The SENCO maintains a list of pupils identified through the procedures listed. This list is reviewed regularly with teaching staff. A detailed analysis of the list takes place termly. Staff use a Universal Offer check sheet which looks at Quality First Teaching within the classroom.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate and provide quality first teaching. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of provision includes:

- Quality-first teaching provided by the teacher to meet the needs of the child.
- In class support for small groups with an additional teacher or Teaching Assistant (TA)

- Small group intervention with TA or Learning Support Assistant
- Individual class support / individual withdrawal
- Further differentiation of resources
- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment or staff training.

Management of the Pupils on the SEND Register

1. Each pupil with SEND will have an Individual Learning Plan with targets set and reviewed each half term. The ILP is a working document and is shared and agreed with parents.

2. The SENDCo will meet with each class teacher at least three times a year in line with pupil progress meetings, to discuss additional needs concerns and to review provision maps and ILPs.

3. At other times, the SENDCo will be alerted to newly arising concerns through the development of 'Additional Needs Concern Forms'.

4. The SENDCo will discuss issues arising from these forms with the class teacher within 5 working days.

5. Where necessary, reviews will be held more frequently than three times a year for some children.

6. Targets arising from progress and review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles, intervention strategies.

7. The SENDCo monitors planning for Inclusion regularly and offers individual support on any areas for development.

8. The SENDCo, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, Learning Walks and Pupil interviews.

9. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCo through advice following observations and pupil interview. This support is funded from the school's annual budget. The support timetable is reviewed termly, by the SENDCo, and the management team, in line with current pupil needs, educational initiatives and the latest research and the budget.

10. Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Nurture Team Intervention

The intervention and support are tailored to the needs of the pupils; this could mean that support is provided at specific parts of the day within the classroom, or that the pupil is engaged in one to one or group nurture sessions in the afternoon.

Identification:

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This support is additional to, or different from the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND and this is reviewed and updated on a regular basis. The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs; these include:

* Baseline assessment results
* Progress measured against the curriculum objectives
* The Early Years Developmental Journal for children working below EYFS expected.
* Standardised screening and assessment tools

* Observations of behavioural, emotional and social development
* An existing Statement of SEN
* Assessments by a specialist service, such as educational psychology, Learning Support Services identifying additional needs
* Another school or LA which has identified or has provided for additional needs

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Parents are informed at the earliest possible stage and are involved throughout each step of the process. The SEND Framework is used to identify a child or young person's special educational needs, the level of support they are expected to offer and how to arrange and monitor the impact of the support given.

Assess, Do, Review: Plan:

If review of the action taken to address educational concern indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

Assess: The class teacher will be the first to notify the SENDCo if there are any concerns. They will use the check list provided to monitor the provision within the classroom.

Do: A conversation will be head with parents and children may be added to the SEND register. An ILP will be created. SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child.

Review: Progress towards these outcomes will be tracked and reviewed with the parents and the pupil. The key test for action is if the child's current rate of progress is inadequate and where additional or different action is necessary to enable the child to learn more effectively.

Arrangements for partnership with parents/carers

• Staff and parents/carers will work together to support pupils identified as having additional needs.

• Parents/carers will be involved at all stages of the education planning process.

• An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.

• When the need arises, we provide parents/carers with information about our local parent partnership organisation to support them.

• At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

• Curriculum workshops are offered for parents/carers to attend.

• Parents/carers evenings provide regular opportunities to discuss concerns and progress both with their academic and social developments. The ILPs and Provision maps will also be discussed. Parents/carers are able to make other appointments on request.

• Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring will be carried out on a termly basis, using the schools standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCo will look at the monitoring information on in progress meetings and make adjustments to the provision for the child, if appropriate.

Provision maps will be reviewed at least three times a year, although some pupils may need more frequent reviews. The SENDo will take the lead in the review process, this will take place in the progress meetings. Parents/carers and wherever possible, their child, will be invited to contribute during Parent meetings and will be consulted about any further action.

As part of the review process, the SENDCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions.

Where differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, the child's needs are reviewed and the support is adapted.

There are three levels of support for pupils with SEND:

- Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding.
- Specialist or personalised level top-up funding above £10,000 (elements 1 and 2) is provided on a per-leaner basis by the commissioner placing the pupil It is important to note that the level and combinations of provision may change over time.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

CRITERIA FOR EXITING THE SEND REGISTER If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be considered, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDCo attends regular SEN Network and cluster meetings to update and revise developments in Special Needs Education and Inclusion.

• Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development are arranged to match to these targets.

• In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo or outside specialists as requested by the SENDCo.

• All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

• Support staff are encouraged to extend their own professional development and the management team will ensure appropriate training where this is appropriate.

Links with other schools/Transfer arrangements

• Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.

• Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will telephone to further discuss the child's needs. When a child transfers from St Joseph's Catholic Primary School to a new school the SENDCo will liaise with the new SENDCo, on request, to share details of particular needs and additional provision made by the school.

• Children transferring to High School: The SENDCo will liaise with the SENDCo and/or Year Group Leader of the High School to ensure full understanding of needs and the provision given to a particular child whilst at St Joseph's Catholic Primary School.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

• The school consults health service professionals when advice is appropriate. Concerns are initially brought to the attention of the school nurse by the SENDCo, and referrals will be made as appropriate.

• Children's Social Care will be accessed through the DSL and class teachers will alert the SENDCo if there is a concern they would like discussed.

Admission arrangements

• Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

• Whenever possible pupils are allocated to Reception classes by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to the relevant class to ensure a balance of both provision and opportunity.

• Admission to reception can be on a part-time basis for the first few weeks to cater for individual needs.

• During the pre-Reception visits in the Summer term the SENDCo makes herself available to parents/carers should they wish to discuss any special need. The class teacher notes any information given and ensures the parents/carers speak to the SENDCo before they leave.

• Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Evaluating the success of the School's SEN and Inclusion Policy

• Every year, we analyse the data through the class, year group and SEND trackers. We analyse progress and attainment from the beginning of the academic year and look at patterns or improvements each year.

We strive for:

*An increase in the percentage of children recorded as having SEND that make good or outstanding progress.

*A reduction in the percentage of children with very low attainment,

*An increase in the percentage of children recorded as having special educational needs attaining ARE at the end of KS1 and ARE at the end of KS2,

*A reduction in behaviour incidents and exclusions

• The SENDCo will provide information to the governing body, during the Governors monitoring visit, as to the numbers of pupils receiving special educational provision as well as any pupils for whom an EHCA has been requested. The number of pupils transferring to or from each type of provision will be noted. This report will also cover any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

• Whole school monitoring and evaluation procedures will include sampling of work or planning and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Dealing with complaints

• If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

• If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

• Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office

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Appendix 1

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.