St Joseph's Catholic Primary School



SEND Policy

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1. Aims and objectives

At St. Joseph's Catholic Primary School we are committed to making our best endeavours to meet the Special Educational Needs of our pupils and ensuring they achieve the best possible outcomes. We are committed to the development of the whole child within a community where every individual is valued and respected.

Every teacher is a teacher of every child including those with SEND.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
  - Support and make provision for pupils with Special Educational Needs and Disabilities.
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
  - Assess children regularly to allow for early identification.
  - Help pupils with SEND become confident individuals living fulfilling lives.
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
  - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
  - Work towards developing expertise in using adaptive teaching strategies.

2. Legislation and guidance

This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governor responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK The Inclusion Framework

- The schools white paper & SEND reforms taking into account the SEND reforms and the White paper.

3. Inclusion and Equal Opportunities

At our school 'in line with the Inclusion Framework' we offer all pupils a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

Inclusion is the 'golden thread' that runs through all aspects of school life. Our curriculum and learning environments are adapted to meet the diverse needs of all our children.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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. (**SEND Code of Practice**)

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. . (**SEND Code of Practice**)

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils with a diagnosis of Autism often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression, self-harm or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

There are occasions when progress and attainment are affected by factors other than a Special Educational Need . For example

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Katy Arrowsmith and Nicola Cassidy

The SENCO breaks down barriers to learning through::

:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN Governor 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 SEN, including those who have EHC plans

- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the Graduated Approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for the inclusion Framework in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The Governing Board

The governing board break own the barriers to learning through::

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions .

- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Monitor the impact of the Budget on outcomes for pupils.

- **6.3 The SEND link governor**

The SEND governor will:

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

6.4 The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils .

- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

6.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is **adapted** to meet pupil needs through a graduated approach.
- 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 consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Co-Produce with parents termly IEPs.
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them.
    - Discuss the activities and support that will help achieve the set outcomes.
    - Identify the responsibilities of the parent, the pupil and the school.
    - Listen to the parents' concerns and agree their aspirations for the pupil.

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child to ensure a shared responsibility,
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings where appropriate
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes an SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.

- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of need with adapted, high-quality teaching. If progress does not improve after two cycles of Assess, Plan, Do and review the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

Their previous setting has already identified that they have SEN.

They are known to external agencies.

They have an education, Health and Care Plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents have.

- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.3**The Graduated Approach**

THE GRADUATED APPROACH

A 4-part cycle to ensure SEN support is effective and responsive to individual needs.

1 ASSESS



- The class teacher and SENCO carry out a clear analysis of the pupil's needs.
- The views of the pupil and their parents are taken into account.
- The school may also seek advice from external support services.
- The assessment will be reviewed regularly to ensure support is matched to need.
- For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2 PLAN

- In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.
- All staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches.
- This information will be recorded on EDUKEY and will be made accessible to staff in an IEP and a pupil passport.
- Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3 DO



- The pupil's class teacher retains overall responsibility for their progress.
- Where the plan involves group or 1-to-1 teaching away from the main class, the class teacher still retains responsibility for the pupil.
- They will work closely with any teaching assistants or specialist staff to plan and assess the impact of support and link it to classroom teaching.
- The SENCO will support the teacher by further assessing strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4 REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil



The teacher and the SENCO will review the pupil's progress and the effectiveness of the support provided. In consultation with parents and the pupil, they will agree any changes to the support, outcomes or provision that may be required. Where progress is less than expected, further assessment may be undertaken and advice sought from external agencies where appropriate.

The cycle of Assess, Plan, Do, Review will continue to ensure that support remains responsive to the pupil's changing needs and that provision is tailored to secure the best possible outcomes.

For pupils with more complex needs, or where progress continues to be limited despite appropriate support, the school may consider requesting involvement from specialist services or, where appropriate, an Education, Health and Care Needs Assessment through the Local Authority.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

The school's SEND information report can be found on our website.

Education, health and care (EHC) plan – Statutory Assessment of SEN

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

The school will provide evidence about the child's progress over time, documentation may include:

- Assess, Plan,Do Review documents
- Review documents
- Medical information where appropriate
- National curriculum assessments.
- Views of the parent/child
- Outside agency involvement

  Further information can be found on the Blackpool Council website

  Statutory assessment and EHC plans

8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using PIVATs.
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans in co-production with parents
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians.
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Early Help Workers
- Primary Mental Health workers

- Resilience coaches
- AFC Fylde coaches
- Young Carers

11. Admission and accessibility arrangements

11.1 Admission arrangements

see also Admissions Policy & Equality and Diversity Policy

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the School's Equality of Opportunity Policy. Where a child has a particular need, for example, needing wheelchair access, the Head teacher will make every effort to ensure the child's needs are fully met where this is practical. The Head teacher will do their best to secure the necessary provision for any pupil identified as having special educational needs. The Head teacher will ensure that all teachers are aware of the importance of providing for these children. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements.

11.2 Accessibility arrangements

See accessibility policy

Medical Needs

The school recognizes that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve the concern, a meeting can be arranged with the SENCO or a member of the SLT.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents.

13.2 Monitoring the policy

This policy will be reviewed by the governing body. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Storing and Managing Information

The confidential nature of send information is fully recognised . Files are stored on the schools Edukey system .

14. Links with other policies and documents

This policy links to the following

- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

- Attendance policy
- Safeguarding / child protection policy
- SEN information report
- Complaints policy
- Inclusion Framework
- Medical Policy