



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



SEND Policy

Mission Statement

As a Catholic School it is our mission to provide a safe caring environment in which to educate our children to share their witness through Christian values; to instil a love of learning, of self and of others; enabling all to develop their God given gifts and to realise their potential.

Policy Adopted by Full Governing Body May 2017

Review date May 2018

City of Plymouth CAST Primary Schools
SPECIAL EDUCATION POLICY STATEMENT
Principles

Our Catholic Schools believe that all the children who attend our schools have access to a broad and balanced curriculum suitably differentiated to meet their individual needs.

We seek to promote effective learning for all our children in order that they make progress, realise potential and develop a sense of self-worth.

Our schools fully support the principles outlined in the DfE SEN Code of Practice (C.O.P.) July 2014, which incorporates a *graduated approach* in meeting pupils' needs.

It is our belief that the views of the child and parents are central to this process.

Rationale

As a group of schools we believe that:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (6.15).

Provision for children with special educational needs or disabilities is a whole school responsibility. All class teachers are teachers of children with special educational needs.

Each school has a designated member of staff – Special Educational Needs and Disabilities Co-ordinator (SENDCO) who, in collaboration with the Head Teacher, Deputy Head, class teachers and the governing body, is responsible for implementing this policy. The SENDCO provides further support and advice and facilitates the sharing of good practice.

Role and Responsibility of the SENDCO

Each Catholic School has a coordinator of SEND. The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a *looked after* pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and related support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

(6.9)

At St Joseph's Catholic Primary School the Special Educational Needs and Disabilities Coordinator is Sally Burke.

The Governor with responsibility for Special Educational Needs and Disabilities is Colette Darragh.

The governing body and the staff of St Joseph's Catholic Primary School agree with the principles and rationale set out in the policy statement at the beginning of this document.

SEND support in schools - Assess, Plan, Do, Review

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people (6.44).

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Disability Discrimination Act

Children who are defined as having rights under the DDA have a wide range of potential needs and requirements. They include children with mobility impairments, sensory impairments, learning disabilities, mental health conditions, epilepsy, Aids, asthma and progressive conditions such as multiple sclerosis. Not all children who are defined as having a disability under the DDA will have Special Educational Needs. For example, a child with severe asthma may not be identified as having SEN, but may well be defined as having a disability under the DDA.

English as an Additional Language (EAL)

Children for whom English is an additional language will experience difficulties in the early part of their language acquisition and may continue to find aspects of language more difficult but this does NOT mean that they have Special Educational Needs. However where EAL children are experiencing difficulties it is important to look deeply in case language acquisition problems may be masking other difficulties which could be SEN related.

The Code of Practice (2014, 6.28) identifies four main areas of difficulty:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning

difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

Communication and Interaction Needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

It is recognised that some children's needs do not fit easily into one area and may span two or more areas.

Pupil progress meetings are held each term during which SEND issues or concerns may be discussed. Children who have been identified as having SEND are **kept on the whole school Register of Need (RoN) and Class Provision Maps which are updated termly**. SEND resources are allocated according to the needs of the children.

In addition, each class teacher (and TA) will meet with the SENDCo to plan appropriate **PLP** targets and/or strategies for children with SEND.

THE GRADUATED APPROACH

This is a flexible model of action and intervention in schools for all children.

The approach recognises that there is a continuum of SEND. Each class teacher is responsible for providing a differentiated curriculum for all the children as part of their high quality teaching (Pathway 1). They can also utilise targeted interventions to support progress where necessary (Pathway 2). **Any child on Pathway 2 receiving targeted interventions will be included on the Class Provision Map**. Where a child is recognised by the school, parents and sometimes themselves, as having a special educational need, specialist expertise can be sought. This is intended to address and minimise the difficulties that they are experiencing (Pathway 3).

Only children on Pathway 3 will be included on the SEND **Register on Need (RoN) and will be recorded at SEN Support**, although Pathway 2 children may also be monitored.

Pupils who are at “SEN Support” will receive support that is additional to or different from the differentiated curriculum through a Personal Learning Plan (PLP). This is a working document which details the child’s strengths, needs, short term targets for improvement and the type of support which will be provided.

It is important to note that children who are recognised as having a SEND may not always need to be on the SEND register. Their needs may be met on Pathway 2 (through targeted intervention) or on Pathway 1 (high quality teaching).

Similarly, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability’ (6.23).

Of equal importance is the understanding, that ‘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’ although ‘they *may* be an indicator of a range of learning difficulties or disabilities’ (6.23)

The Code of Practice 2014 has only **three** categories to be recorded on the SEND register. **SEND Support (K) and Statement (S)/EHC Plan (E).**

Pathway 1 – **High Quality Teaching**

‘All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment...Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement’ (Code of Practice 2014, 6.12).

Pathway 2 – **Targeted Intervention**

When a class teacher identifies that a child is making little or no progress, he or she will provide extra support or an intervention, which is additional to the differentiated curriculum. The effectiveness of this chosen intervention will be monitored and the progress of the child will be analysed.

Pathway 3 – **SEND Support**

Where the class teacher identifies that a child is making (or continuing to make) ‘less than expected progress given their age and individual circumstances’ (6.17) and despite *sustained* and *intensive* support they may raise a concern with the SENDCo. The SENDCo will consider what interventions have gone before and will invite the parents in to discuss the concerns.

The Code of Practice states that a 'pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age' (.6.15)

If the parents and pupil (if appropriate) agree that there might be a special educational need the child can be added to the SEND register. Also, the use of more personalised interventions or the advice, assessment or support of relevant outside agencies will be sought.

The child is placed as **SEND support** (K) on the register.

The class teacher remains responsible for the child's progress and a **Personal Learning Plan (PLP)** will usually be devised.

The SENDCO should oversee the planning of future interventions. The SENDCO will also monitor and review action. Strategies employed to enable the child to progress should be recorded within the **Personal learning Plan**.

Personal Learning Plans:

A **Personal Learning Plan** is a *working document* that can help to document small steps of progress and continuing areas of difficulty.

The **PLP** will include:

- o **The child's view (What works well for me)**
 - o **Strengths and interests of the child**
 - o **Parent/ carers view**
 - o The short-term (SMART) targets set for the child
 - o The teaching strategies to be used
 - o The provision to be put in place
 - o Outcomes/progress
 - o When the plan is to be reviewed
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Education Health and Care Plan (EHC Plan)

The purpose of an EHC plan is to meet the special educational needs of a child and to secure the best possible outcomes across **education, health and social care** and as they get older, prepare them for adulthood (9.2).

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges (see information on identification and support in Chapters 5, 6 and 7 of Code of Practice 2014).

Some children and young people may require an *EHC Needs Assessment* in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHC plan (9.1).

An *EHC Needs Assessment* will **not** always lead to an EHC plan. The information gathered during an *EHC needs assessment* may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.(9.6)

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- The child's parent
- A young person over the age of 16 but under the age of 25, and
- A person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person (9.8)

Time Scale for an EHC assessment

The whole process of the EHC needs assessment and EHC plan development until the final EHC plan will take no more than 20 weeks.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which school can meet the child's needs without an EHC plan (9.6).

Promoting the Rights of the child

We should listen to and address any concerns raised by the children and young people themselves.

We actively seek to involve the child (as appropriate) when discussing which

strategies and/or interventions could meet their special educational needs. At times they will be involved in creating their own [One page profiles](#) and may help in setting or reviewing their targets for their [Personal Learning Plans](#). They will also be encouraged to reflect on and evaluate their progress and performance.

Promoting partnership with parents and carers

Our school actively seeks to work with parents/carers and values the contribution they make. 'Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development' (6.17). We will have a discussion with parents (and sometimes pupils) when a concern is raised, parents are encouraged to express similar concerns to the school. We will discuss the pupil's areas of strength and difficulties, the parent's perspective, agreed outcomes sought for the child and next steps [\(6.39\)](#).

The school actively encourages an open dialogue with parents, both formal and informal.

The SENDCO also liaises with appropriate external agencies *on behalf of* parents/carers of children with SEND, as well as acting on behalf of the children.

In-Service Opportunities

The SENDCO will keep up to date with relevant training and will inform teaching staff of courses that will help them provide for children with SEND in their care. The SENDCO attends Plymouth SEND Conferences. Teaching Assistants will be encouraged to undertake in-service training to assist them in their work with these children. Where appropriate, the class teacher of a child with SEND will be given opportunities for training.

Parents will be informed by the Parent Support Adviser and SENDCO of any support groups or programmes that may be relevant to their needs.

Governors will also be encouraged to attend relevant training.

The Duties of the Governing Body

The Governing Body must:

- do its best to ensure that the necessary provision is made for any pupil who has SEND
- ensure that, where the 'responsible person', the Headteacher or the appropriate governor, has been informed by the LA that a pupil has SEND, those needs are made known to all that are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND
- report to parents on the implementation of the school's policy for pupils with SEND
- have regard to the Code of Practice (2014) when carrying out its duties towards all pupils with SEND
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

This Policy will be reviewed annually.
