



St Joseph's Catholic Primary School Malvern

SEND Policy

Reviewed September 2024

Review date: September 2025

St Joseph's Mission Statement

"Together we love, live and learn"

St Joseph's is a caring community, a family growing in faith and belief with a love of learning.

Our vision is to: Create a safe and caring learning environment with positive relationships and high expectations, where our uniqueness is respected and celebrated and where we develop skills and confidence for an ever -changing world.

Mrs Langford (SENDCo)

(Mr Park SEND Governor)

Introduction:

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs and disabilities (SEND). The Act responds to concerns parents and carers have raised about the SEND system over the last few years. It includes key principles to improve parent and carers experiences. These include:

- More Participation: to ensure parents and pupils are involved in decision making.
- Better Outcomes: to support pupils in a way that improves progress.
- Better joint working: to bring services together (education; health and social care).

The policy further refers to regulations associated with the Children and Families Act (2014) which are:

- SEND Code of Practice 0 – 25 (2015)
- The Children and Families Act 2014 (Transitional Provision)(Number 2) order 2014
- The SEND (personal budget) Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Early Years Foundation Stage statutory guidelines (EYFS)

Definition of Special Educational Needs and Disabilities

As stated in the new Code of Practice (2015: 94) a pupil has SEN 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. St Joseph's Catholic Primary School provides high quality teaching to the whole class, which is likely to mean that fewer pupils will require such support.

Disability

Many children who have SEN may have a disability under the Equality Act 2010 – that is *'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

It needs to be considered that certain factors are **NOT SEND** but may impact on progress and attainment

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Aims and Objectives of Provision at St Joseph's Catholic Primary School

Our school is vibrant and ambitious. It offers the children the opportunity to learn in a warm, nurturing environment that enables them to achieve high standards academically, and to develop and mature into young people who are ready to take their place in the world and achieve their full potential.

We are very proud of the happy and caring atmosphere that permeates through our school, and believe that the key to our success is the quality of relationships and the high levels of care that exists between all members of the school community, which is rooted in the values of living life through Christ.

The SEND provision that St Joseph's Catholic Primary provides:

Our school aims to meet the needs of **all** children and when we need to provide specific support or advise we have access to a range of specialists. In order to achieve this aim we will:

- Adapt teaching to respond to the diverse needs of pupils.
- Ensure that children with SEND engage with activities alongside their peers.
- Inform parents/carers when special educational provision is being made for a pupil.
- Designate a teacher to be responsible for coordinating SEND provision (the SENDCo).
- Provide additional interventions where appropriate
- Set clear targets for pupils to make at least adequate progress
- Carry out pupil progress meetings every half term with teachers monitored by the Senior leadership team.

Identification, Assessment and Provision

At St Joseph's, we recognise the importance of early identification of SEND; early intervention and response improves the long-term outcomes for pupils.

Early Identification

Every pupil's skills and attainment will be assessed on entry to St Josephs . At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

The needs of students are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Teachers make regular assessment of **all** pupils and identify those who are making less than expected progress. The first response to any pupil who falls in to this category should be highly targeted teaching at the area of weakness by the teacher. As the new

educational needs code of practice states 'Teachers are responsible for **all** the children's progress including those with SEND'. Following this, if there is no improvement, the teacher, in conjunction with the SENDCO, should gather further evidence (including the views of the pupil and parents)

- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Assessment tools.
- Behaviour data.

Special Educational Provision at St Joseph's Catholic Primary School

Teachers are responsible and accountable for the progress and development in their classes, including where pupils access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teachers' understanding of strategies to support vulnerable pupils.

In deciding whether a pupil has SEND, information should be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the pupils.

Any decision on whether SEND provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the pupil and the parents/carers. This should then determine the support that is needed.

If any support is to be provided, parent/carers must be informed and a clear date for reviewing progress must be set.

SEND provision will be based on all information received, but initially through our own in school data. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.

Identification and provision will be made through the SEND Support Frameworks for each of the four categories of need -

- **Communication and Interaction**
- **Cognition and Learning**
- **Social Emotional and Mental Health**
- **Sensory and Physical**

SEND Support at St Joseph's Catholic Primary

Where a pupil is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four part cycle. This is the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, and Review.

Plans will be available to all staff working with the pupil. All pupils who are identified as having SEND will have a termly meeting between the school, parents/carers and the pupil to review the plans. These meetings will set clear outcomes, review progress towards them, discuss the support that will be given to help the pupil achieve the outcomes and identify the responsibility of the parent, pupil and the school.

These meetings will be led by the class teacher who has a good knowledge and understanding of the pupil.

The record of the meetings will be made available to all staff working with the pupil and also given to the parents/carers.

Involving specialists

Where a pupil continues to make less than expected progress, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff,

either through the Local Authority or other outside agencies. At any point where a specialist is involved, parents/carers permission will be sought and they will be kept fully involved in the process.

Education, Health and Care plans

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs. Where, despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHCP.

Intervention Mapping and Personal Profiles

Intervention maps are used to track the progress of pupils where intervention is taking place.

Intervention maps will be used in the review part of the graduated approach to support the continuation or changing of any SEND support being given. Information sharing with staff will take the form of personal profiles.

Admissions

The school Governors have overall responsibility for school admissions. Initially most applications are made through the Local Authority. We welcome visits from any parents thinking about applying for their child and look to accommodate all requests if places are available.

Access

St Joseph's has a disability, access and equality plan to improve access and assess future needs. Disabled pupils are treated equally with non-disabled pupils with regard to school admission. The school currently has wheelchair access via ramps to the main entrance, side entrance and to the rear of the school, and a wooden ramp to the school hall. A Disabled toilet facility was installed in 2011. There is also a disabled parking space close to the school buildings. Current targets of the Disability Equality scheme and Accessibility Plan can be found on our website

All students with SEND are part of the mainstream school. They receive additional support (in class and/or withdrawal) and access a broad and balanced curriculum.

Resources

The overall level of funding (the National Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher and SENDCo.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget.

The SENDCo has the key responsibility for determining the allocation of these resources in consultation with the senior management and the rest of the staff.

Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act 2015, part 3) when carrying out their duties towards all pupils with SEND. The Governors and Headteacher are responsible for the school's policy and approach to meeting pupil's special educational needs and disabilities.

The duties of the Governing Body are set out in Appendix 1.

Roles and Responsibilities

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCO who keeps the Head and governing body fully informed, through the line management system.

The responsibilities of the SENDCO are set out in Appendix 2.

All teachers are teachers of pupils with SEND and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and

attainment of all SEND students in their classes, including where pupils access support from teaching assistants or any other specialist staff.

The responsibilities of the class teacher are set out in Appendix 3.

Teaching Assistants are a valuable part of the support for pupils with SEND. The SENDCo maintains overall responsibility for all teaching assistants.

The role of the teaching assistants is set out in Appendix 4.

Parental concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the head teacher and SENDCo.
- Arrange a meeting with Special Needs Governor.
- Arrange a meeting with a sub-committee of Governors.
- Full Governors meeting.

If there are still unresolved issues, contact may be made with the Local Authority.

SEND In-service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of all relevant courses relating to SEND. All staff to have access to this information and the SENDCo to advise as necessary.

Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialized training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil. Much of this training will be delivered in school, by specialist services working with particular pupils, e.g., Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, and Autistic Spectrum Condition Support Service.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Involving Parents/Carers

We will ensure that all parents/carers are fully informed of any SEND their son/daughter may have.

Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling pupils and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a pupils needs. We actively seek to work with parents and value the contribution they make. All parents of pupils with special educational needs are treated as partners. We expect parents/carers to:

- Recognize and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEND framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.

- Fulfil their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations (informal or formal); IPM reviews and Annual reviews.

Pupil Participation

All pupils should be involved in making decisions about their education, where possible and appropriate. As part of a pupil's SEND provision the school should listen to the views of the pupil.

For pupils with SEND, we aim to involve the pupil in understanding his or her difficulties and what is needed to overcome them. We also encourage pupils with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

All pupils with SEND are given the opportunity to contribute to their termly reviews. Communication aids may be used if necessary.

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCO, the SEND Governor and the head teacher. Review of the policy will take into account:

- The progress made by students with SEND at the school.
- The success of the school at including students with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

The Role of the Governing Body

APPENDIX 1

- Ensure that when the LA has informed the Headteacher that a pupil has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the pupil.

- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Ensure that parents are notified of a decision by the school that their son/daughter has SEND.
- Consult the LA and the governing bodies of other schools in the interest of a coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for pupils with special education needs.
- Ensure that a pupil with SEND joins in the activities of the school, together with other students so far as it is reasonably practical and compatible with the efficient education of all pupils.

The Governors evaluate the success of the educational provision for pupils with Special Educational Needs by:

- The appointment of Governor responsible for special educational needs.
- Regular SENDCo and SEND Governor meetings.
- SEND Governor to be involved in the appointments of SEND staff when it is appropriate.
- SEND Governor visits to monitor provision.
- SEND Governor discussion with parents.
- SEND Governor discussion with pupils.
- SEND Governor liaison with the SENDCo to produce and present the annual report to parents.

The SEND Governor is responsible for reporting to the main governing body regarding SEND issues.

APPENDIX 2

The Responsibilities of the SENDCO

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with special educational needs.
- Liaising with the Designated Teacher where a Looked After Child has SEND.

- Advising on the Graduated Approach.
- Liaising with and advising fellow teachers.
- Advising on deployment of the school's notional delegated budget.
- Managing teaching assistants.
- Overseeing the records of all pupils with special educational needs.
- Liaising with parents of pupils with special educational needs.
- Contributing to the in-service training of staff.
- Working with the head teacher to ensure that the school meets its responsibilities under the Equality Act (2010).
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

APPENDIX 3

The Responsibilities of the Class Teacher

- Inform or seek advice from the SENDCo when necessary.
- Gather information and make formal assessment about the pupil.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the pupils needs within his/her normal classroom work through differentiation. Recording strategies/actions used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and termly review pupils with SEND in conjunction with the SENDCo, parent and pupil.
- The handbook/policy for each pupil should contain information regarding the teaching of pupils with SEND.

APPENDIX 4

The role of the teaching assistants:

- To support the provision of SEND within the school.
- To follow programmes set by the class teacher/SENDCo/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.
- To help and assist pupils with SEND, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.