

# **St. Joseph's Catholic Primary School**



## **SEND Policy**

### **Special Educational Needs and Disability**

**November 2023**

## Mission

All aspects of our school life are set against the backdrop of our mission statement.

*We are a Catholic community of learners striving for excellence in all our efforts.  
We place prayer and worship at the centre of everything we do.  
We value equality of relationships and seek to recognise God in each other.  
We value the unique gifts given to each individual.  
We seek to develop the whole person.  
We respect our environment and recognise our individual responsibility for it.*

## General Principles

- We all have differing needs and we support each other.
- We each have our own contribution to make to our school community.
- We try to foster awe and wonder in our children.
- We celebrate success and understand and help individual weaknesses.

## Vision and Ethos

We at St. Joseph's School believe that we are all a gift to the world, each of us an existence of God and the presence of Christ. We respect the unique contribution which every individual can make to our community and seek to place this contribution with a clear structure which embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skill.

We believe that every teacher is a teacher of every pupil including those with SEND. Our aim is to ensure that every student has genuine access to a broad, balanced and differentiated curriculum and can expect to make progress within it according to their abilities, participating fully in the daily life of the school. **'High Quality Teaching (HQT) is quality for all without having SEND as an afterthought or bolt on.'**

## Definition of SEN

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015)

This states:

“SEN: A young child or person has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.”

**Disability:** Many children and young people 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 tasks'** ”

## Key roles and responsibilities

**SENCO Team:** Catherine Lohn and Amy Fox

**Contact details:** [senco@stjosephs-epsom.surrey.sch.uk](mailto:senco@stjosephs-epsom.surrey.sch.uk)

**The SEND co-ordinator is responsible for:**

- the day to day operation of the school’s SEND policy
- advising class teachers on meeting a range of needs
- co-ordinating the staged approach to school based provision
- maintaining effective record keeping, including the school’s SEN register
- ensuring the full and appropriate involvement of parents in decision making about pupils
- contributing to the in-service training of staff
- consulting the Headteacher regularly
- liaising with the following external agencies.

**These include:** The Multi Professional Team, which incorporates

- Educational Psychologist
- Language and Literacy Support (STIPS)
- Behaviour Support (STIPS)
- Learner’s Single Point of Access (L-SPA)
- Speech and Language Therapy Department
- Physical and Sensory support
- Family Support Service
- Surrey Young carers
- Surrey Health Authority and Social Services
- Mindworks Surrey (previously known as CAMHS)
- Occupational Therapy service

**SEND Policy**

The policy reflects statutory guidance set out in the **SEND code of practice 0-25 year** (July 2014). It has been written with reference to the following documents:

- The Equality Act 2010:Advice for schools DfE Feb 2013
- Schools SEN Information Report and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils with Medical Conditions April 2014
- Safe Guarding policy
- Accessibility Plan
- Teachers Standards 2012

**The quality of SEN provision is continually monitored.**

**Specific Roles**

<b>SEN Governor</b>	Karen Hawkey
<b>Senior TA/Admin Staff with SEND responsibilities</b>	Teresa Cane
<b>Safeguarding officers</b>	Theresa Kenefick, Jo Cullen, Heidi Shanks and Sophie Mundy
<b>PP</b>	Theresa Kenefick
<b>LAC coordinator</b>	Heidi Shanks
<b>Medical needs coordinator</b>	Theresa Kenefick

## **Governing Body**

Governing bodies have important statutory duties towards schools with Special Educational Needs and should make sure that:

- they are fully involved in developing and monitoring the school's SEN policy
- all governors, especially any SEN governor, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the SIP
- The quality of SEN provision is continually monitored.

## **Admission Arrangements**

Our school caters for a wide ability range. Children with Special Educational Needs and 'Looked After' children will be catered for in accordance with our Admission Policy. They will be referred to specifically in this policy. A copy of the policy is available from the school office.

Our policy is also informed by the following fundamental principles:

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met within our school setting.
- The views of the child should be sought and taken into account (where appropriate).
- Parents/carers have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage of the National Curriculum.

## **Aims of the Policy**

At St Joseph's all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEND the support they need.
- We want all pupils to become confident individuals who will be able to make a successful transition into the next phase of their educational journey.

## **Objectives**

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have SEND with pupils and their families at the centre.

- To develop effective whole school provision management through the Graduated Approach (Assess, Plan, Do and Review) at Universal, School SEND Support, Specialist SEND and EHCP levels.
- To deliver a programme of training for support staff and all staff working with children with SEND.

## **Identification of Needs**

At St Joseph's we believe that identifying a need at the earliest point and making effective provision improves the long term outcomes for the child. We consider the needs of the whole child, which are broader than just their special educational need.

## **Areas of need**

A child is regarded as having SEN if they experience significant difficulty in any of the following areas:

### **Communication and Interaction**

- Children with Speech, Language and Communication need (SLCN) which impairs their ability to participate in the classroom and/or use the social rules of communication. They may have difficulty with one, some or all aspects of speech, language or communication at different times of their lives.
- Children with an Autistic Spectrum Disorder (ASD) 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.

### **Cognition and Learning**

- Children with significant difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their general level of performance.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health (SEMH)**

- Children with emotional and/or social difficulties which leads to them under-achieving or disrupting the education of others.
- Children displaying behaviours which may reflect underlying mental health issues such as anxiety, depression, eating disorders.
- Children with diagnosed disorders such as AD(H)D or Attachment Disorder.

### **Sensory and/or Physical**

- a physical disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
- Children with vision impairment (VI), hearing impairment (HI), or a multisensory impairment (MSI) who require specialist support and/or equipment to access the full learning environment and opportunities.

## **SEND Profiles of Need**

### **Universal**

All children will have equal access to High Quality Teaching achieved through a mastery approach to planning and learning. Carefully crafted scaffolding serves to ensure that practice of key skills and concepts assure that individual needs are accounted for. They may require support from time to time for specific areas of need and will be given personalised learning targets to meet each year. We use the Surrey Ordinarily Available Provision (OAP) checklist to ensure our provision is as inclusive and supportive as possible for all children.

### **School SEND support**

School SEN support can be provided in a range of ways depending on the need of the child.

- A One Page Profile to identify a child's views about their difficulties and the approaches they would find beneficial
- An individual education plan written with a child (IEP)
- Additional questioning and delivering instructions in short chunks to support understanding
- Use of visuals, practical resources or other materials to support learning and development
- Multi-sensory teaching strategies
- Flexible grouping strategies
- Pre-teaching of new skills, concepts and vocabulary
- Daily reading
- A specialised and specific learning programme e.g. a targeted handwriting programme
- Additional class support from a TA
- Working with a child in a small group
- Modelling and encouraging a child to participate
- Supporting a child with social skills – Drama Club, ELSA or Lego Therapy
- Supporting children with physical, personal, emotional or medical needs

### **Specialist SEND support**

Where appropriate, the SENCo can liaise with external agencies such as the Inclusion and Additional Needs Team, Surrey Speech and Language Therapists, Specialist Teachers for Inclusive Practice (STIPs) and Educational Psychologists to provide additional support / guidance for a Specialist SEND Support plan.

Where children's needs cannot be met at School SEND or Specialist SEND support the school, with other professional advice/reports, will initiate the EHCP (Education Health and Care plan) application process.

### **Children with an EHCP**

For children who have an EHCP, the LA allocates specific banding to the school to help support the additional learning needs of the child, within the mainstream school setting.

When the LA decide upon the band allocation, the school will use the band descriptors and Provision detailed in the EHCP to identify what specific support the child needs whilst in school. This usually means that the class with the child who has an EHCP is allocated additional funding which may be in the form of teaching assistant hours or additional resources such as ICT. This extra support helps the teacher to accommodate the specific

needs of the child within the context of the whole class. The teacher decides how best to organise and allocate the additional support.

The child with an EHCP will work in a variety of ways during the school day, in accordance with the Provision set out in their EHCP. Examples include:

- as part of a whole class lesson with the Teaching Assistant supporting
- in a group with the class teacher
- in a small focus group with a Teaching Assistant
- on a one-to-one basis with the Teaching Assistant or Teacher

The way in which the child works is decided by the class teacher within the framework of the learning objectives for any one week. Specific learning objectives for the child are based on outcomes of the Annual Review and IEPs.

The SENCO meets with the Class Teacher and parents when the EHCP is finalised and an action plan is created for the coming year. The SENCO monitors children with an EHCP and regularly meets with supporting staff and teachers to ensure that progress is being made towards the long-term outcomes listed in the EHCP.

The Head Teacher takes responsibility for ensuring that the annual review takes place although these are usually led by the SENCO. A member of the LA attends Year 5 Transition reviews.

### **Support Provided for children with SEN support or an EHCP**

We provide support in school to children following the graduated approach:

#### **Assess, Plan, Do, Review Cycle.**

##### **Assess**

- At St Joseph's we have assessment weeks each term where data is scrutinised to identify children who may require SEN support.
- The SEN register is formally reviewed in the summer term with the Head teacher and SENCO.
- The register may also change throughout the year after assessments and consultations between class teachers and the SENCO. Children may be added to the register if they are significantly behind their peers or removed if progress has been rapid and learning has accelerated. In both cases, parents will be notified in writing and the children will continue to be closely monitored.

##### **Plan**

Where '**SEND support**' is required the SENCO will inform parents that their child will be placed on the SEN register and a meeting will take place to set person centred targets. When a child is supported at 'SEN Support' the following **Waves of Support** are put in place when required:

1. **Wave 1 – High Quality Teaching (HQT)** – the class teacher will differentiate and support the child in class.
2. **Wave 2 - Intervention groups**– The child will have an **IEP** (Individual education plan) and a one page profile which will identify what support additional provision they require to achieve their targets. If the interventions are not successful then the class teacher

and the SENCO, in consultation with the parents, will ask for help from external services. They will be provided with advice or support from outside specialists. Additional or different strategies will be put in place. **IEPs** are reviewed at least twice a year by class teachers and parents.

- 3. Wave 3 - Individualised Intervention** – This involves both of the above and specialist teacher intervention. If we conclude that even after we have taken action to meet the learning difficulties of a child, that child's needs remain so substantial that they cannot be met within the resources normally available in the school, we will request an EHCNA (Education, Health and Care Needs Assessment) through the Local Authority.

### **Do**

The class teacher is responsible for working with the pupil on a daily basis. He/she will liaise closely with TAs and specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide guidance and support for the Class teacher looking closely at outcomes from interventions and assessments.

### **Review**

Children's progress with their IEP targets, provision plans and the impact of support are reviewed termly by the teacher, SENCO, parents and, where appropriate, the pupil. This will inform the next steps in learning.

Pupils with an EHCP must have their plan reviewed annually with school, parents and any other professionals and submit the reviewed paperwork to the Local Authority.

### **Partnership with Parents**

Parents hold key information and have a critical role to play in their child's education. This is particularly so when a child has special educational needs. At St. Joseph's we support parents in order that they may:

- Recognise and fulfil their responsibilities as parents and play an active and valued part in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any relevant decision-making processes about special educational provision.
- **SEND Advice Surrey** offers free, impartial information, advice and support to parents, carers, children and young people with special educational needs and/or disabilities (SEND) 0-25 years. Contact: 01737 737 300 / SENDAdvice@surreycc.gov.uk / sendadvice@surrey.org.uk
- [Parents and carers | Surrey Local Offer](#)

Parents can get a copy of the policy a number of ways:

- The school website (the **School SEN information report** is also available here)
- A hard copy can be requested at the school office

Parents are asked let us know if they need the policy made available in a different format.

## **Pupil Participation**

Children with SEN have a unique knowledge of their own needs and circumstances about their education. At St. Joseph's we encourage children to participate in the decision making processes that affect their education in the knowledge that they will be listened to and their views valued.

This includes:

- Children understanding their next steps in learning through their IEP targets
- Pupils recognising progress towards their targets and feeling a sense of achievement.
- Contributing in their meetings using a method they are most comfortable.

## **Supporting pupils with medical conditions**

St Joseph's school recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and physical education.

After consultation with parents **care plans** are carefully drawn up to ensure that any adult who works with a child with a medical need has sufficient training and knowledge to best support the child on a daily basis.

- Care plans are shared with **all** key staff
- Training is offered to all class and break time staff for medical emergency procedures
- Any new adults are informed of the plans before working with the child
- Parents are aware that any changes made to these plans should be done so in writing or at review meetings
- Where emergency medication needs to be administered there may be a requirement for a consultant letter to support e.g. Epilepsy

## **Training and development**

Training and development for TAs and CTs is of key importance when working with children who have SEN. Training can be in a variety of forms:

- Staff training delivered by the SENCO
- Staff (and/or parental support) training delivered by Surrey Specialist teachers.
- Courses / training provided by external professionals.
- Induction for new staff by the SENCO

## **Links with Other Schools**

At St. Joseph's we strive to ensure the Year 6 teachers can meet personally with the Year 7 teachers of our main feeder secondary schools (St. Andrew's, Glyn, Rosebery and Blenheim) to ensure that they are aware of the children they will be receiving who will require special provision. When a face to face meeting is not possible due to circumstances beyond our control, the teachers and SENCO will hold Transition meetings via Microsoft TEAMS / Zoom.

The SENCO invites the SENCO of the preferred secondary school to attend the Year 5 Transition Review and Year 6 Annual Review of an EHCP. We discuss and share all relevant information and resources at these meeting. Children are always invited to attend the annual reviews. The only exception to this is when the meetings are conducted online and their attendance would not be appropriate for safeguarding reasons.

All records, including those pertaining to special needs are passed on to the child's new school in the individual pupil record cards.

### **Monitoring and evaluation of SEN**

We regularly monitor and evaluate the quality of provision for our children and this informs future developments and improvements.

- SEND lies within the School Development Plan
- SEND provision is reviewed with the SEND governor
- The SENCO meets with children to gain their feedback
- SENCO attends network meetings
- Monitoring of Intervention effectiveness
- Observations of CTs and TAs
- Scrutinising children's work samples
- Pupil and Parents questionnaires

### **Storing and Managing information**

All SEN documents are stored in a locked SEN cupboard in the central office.

Each class has a current SEN folder in their classroom with the child's current IEP and One Page Profile as well as any new reports received from external professionals with additional targets. These are stored safely in the class teacher's cupboard.

**They are kept in the child's school for date of birth +25 years  
Documents are destroyed at that time by secure disposal.**

### **Reviewing the SEN policy**

The SEN policy will be reviewed annually. It will next be reviewed in **Autumn 2024**.