



ST. MARY & ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS (SEN) and DISABILITY POLICY

SEPTEMBER 2020

1. INTRODUCTION

At St Mary & St Joseph's Catholic Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

We want all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best. We want to help our pupils with SEN and disabilities develop a positive view of themselves so that they can become confident individuals who go on to make a successful transition to secondary education and, ultimately, into adulthood.

All schools must have a Special Educational Needs (SEN) and Disability Policy, also known as an SEND Policy. This is a duty set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015).

Our SEND Policy explains how we identify and support pupils with special educational needs (SEN) and disabilities.

2. DEFINITIONS

The *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEN:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

The Disability Discrimination Act 2005 places a duty on all public bodies, including schools, to promote disability equality. It renders it unlawful to treat a disabled pupil, actual or potential, less favourably than another for a reason related to their disability, without attempting to make 'reasonable adjustments' to avoid placing disabled pupils at a disadvantage. To this end, this policy should be read in conjunction with the school's Accessibility plan and the Disability and Equality Scheme which details what our school is doing to remove the barriers that disabled pupils face in school.

Our policy and provision complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 (July 2015) and has been written with reference to the Disability Discrimination Act 2015 and the Equality Act 2010.

More detail about SEN and disability can be found on the Dorset For You website www.dorsetforyou.gov.uk , under Dorset's Local Offer <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx> .

3. VISION AND AIMS

The SEND Policy for St Mary & St Joseph's Catholic Primary School is designed to ensure that:

- each child is able to take part and contribute fully to school life in an atmosphere of encouragement and acceptance;
- we are sensitive to each child's needs and that their achievements are celebrated;
- children with SEND are offered access to a broad, balanced, relevant and progressive curriculum;
- the views of the child are sought and taken into account when planning additional support and intervention;
- the vital role parents have play in supporting their child's education is recognised;
- quality training is provided for staff that enables them to support pupils with SEN and disabilities.

4. OBJECTIVES

At St Mary and St Joseph's, we will do our best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our objectives are to:

- identify all pupils who have SEN and disabilities at an early stage
- ensure that pupils with SEN and disabilities have their needs met and that they make progress
- work in line with the Special Educational Needs and Disability Code of Practice: 0 – 25 years (Jan 2015)
- provide support and advice to all staff who work with pupils with SEN and disabilities
- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers
- adopt a 'person centred approach' to supporting pupils with SEN and disabilities, ensuring that pupils and their parents are fully involved in decisions which affect them
- ensure there is effective partnership working with outside agencies when appropriate.

5. ROLES AND RESPONSIBILITIES

The Governing Body:

The Governing Body ensures that the school meets the duties set out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. The Governor with

oversight of the arrangements for SEN and disability at our school is Mrs Karen Buckett.

The Governing Body:

- reports annually to parents on the success of the school's SEND policy.
- develops and monitors the school's SEND policy;
- keeps up-to-date and knowledgeable about the school's SEND provision, including as to how funding, equipment and personnel resources are deployed;
- ensures that the quality of SEND provision is continually monitored.

Our Headteacher, Mrs Gerry Christopher, has overall responsibility for SEN and disability at our school.

SENCo:

Our Special Educational Needs Coordinator (SENCo) is Mr A Pickavance.

There responsibilities are to:

- manage the day-to-day operation of the school's SEND policy;
- liaise with parents of children with special education needs or disabilities, as necessary;
- co-ordinate the provision for children's special needs beyond that which is provided for all;
- act as link with external agencies and other support agencies;
- liaise with, support and advise colleagues;
- in conjunction with the Headteacher and colleagues, identify staff training needs;
- attend termly pupil progress meetings involving class teachers and Head Teacher;
- maintain the school's SEND register;
- maintain the documentation that supports the school's Local Offer, including the SEND policy;
- contribute to the management of the records of all children with special educational needs or disabilities;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- monitor and evaluate the effectiveness of individual intervention approaches;
- monitor and evaluate the effectiveness of the special educational needs and disability provision and report annually to the governing body.

Parents can contact our SENCO by phone (01929 462565) or through the office email (office@stmaryjosephswool.dorset.sch.uk). The SENCO is a member of the Senior Leadership Team.

Class Teachers:

Class teachers are responsible for:

- early identification of those children who are not making expected progress;
- consultation with the SENCo as to whether additional and / or different provision is necessary;
- being available to welcome parents to come and discuss any concerns they may have with their child's learning and progress;
- reporting any concerns to parents at the first opportunity. Parents are offered the formal opportunity to meet with parents of children with special educational needs or disabilities three times a year but teachers are available to meet to discuss progress or concerns between these formal checkpoints;
- using a range of strategies to meet the child's needs; planning according to clear lesson objectives; differentiating work appropriately and using assessment to inform the next stage of learning;

- attending identified training and courses to raise awareness of the difficulties and complexities involved in diagnosis and the strategies available to support these pupils. It is expected that all staff should be directly or indirectly involved in such courses as appropriate.

6. ADMISSION ARRANGEMENTS

The Governing Body has agreed admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001.

7. IDENTIFICATION AND TRACKING OF PUPIL NEEDS

The school is committed to early identification of SEN. Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality
- regularly assessing our pupils' progress and targeting areas of difficulty
- adjusting work for pupils who need this.

In assessing a pupil's progress, a range of evidence is collected through the usual assessment and monitoring arrangements, including observation in class by the child's own teacher and consultation with parents.

If this suggests that the pupil is not making the expected progress, or if other behavioral or emotional concerns are raised, the class teacher will discuss this with the SENCo at the earliest opportunity. The formal checkpoint for discussing these concerns is the termly pupil progress reviews attended by the Head Teacher and SENCo.

8. GRADUATED RESPONSE

The school uses a graduated response to ensure that all pupils are able to make the progress expected of them. When a class teacher identifies that a pupil has is not making expected progress, the child will be provided with extra support in school. This might be as part of a booster or intervention group or as short-term, focussed 1:1 support. Assessment will be done before and after these interventions to monitor their effectiveness and the children's progress. Provision of this additional support is recorded as a concern on the school's tracking system.

Should a pupil continue to fall behind the progress expected of them, or should support be required that cannot be provided from the school's own resources, the SENCo and class teacher, in consultation with parents, will ask for additional assistance from external agencies, such as Educational Psychology, Speech & Language Therapy, Special Educational Needs Support Service, Behaviour Support and Children's Therapy. Agreement must be obtained from parents before proceeding. At this point, the child will be recorded on the school's SEND register under the category of SEN Support. The class teacher will draw up a support plan that sets targets for the additional support together with the first steps along that journey. These plans are regularly reviewed and formally updated termly.

The class teacher remains responsible for working with the child on a daily basis, and for planning and delivering the usual differentiated curriculum in class.

Education, Health and Care Plans:

We support most pupils with SEN at “SEN Support” level. However, some pupils with more severe, complex and long-term SEN may need an Education, Health & Care (EHC) plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will discuss this with parents. Parents can also contact SENCO if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an EHC needs assessment. We will work with parents and other services to request an EHC needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on www.dorsetforyou.gov.uk.

For pupils who have an EHC plan, another layer of review takes place annually called the Child Centered Review. This review involves the child, their parents, teachers and other professionals involved in supporting the pupil. The review looks at the pupil's progress and considers the support the child receives. It also:

- considers whether the outcomes in the EHC plan are still appropriate;
- review the special educational provision in place;
- review any health or social care provision currently in place;
- considers whether the EHC plan is still needed.

Following the review, a report is provided for the Local Education Authority. If a pupil makes sufficient progress the EHC plan may be discontinued by the Education Authority.

Removal from the school's SEND register:

A child will be removed from the SEND register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support.

Factors not consider as SEND:

Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEN) and bereavement. Other processes and support is in place for these situations.

9. INVOLVEMENT OF PARENTS

"The relationship between parents of pupils with special educational needs and the school which their child is attending has a crucial bearing on the pupil's educational progress and the effectiveness of any school-based action."

At St Mary and St Joseph's, we recognise the vital role parents play in their children's education. Parents are involved from the outset of any concern for their children.

Parents are informed as soon as concerns are raised about a child's progress and are kept informed about any additional support their child will be receiving. Support plans

are shared termly with parents so that they can monitor progress and see what school is doing to assist their child.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Parent's permission is always sought before engaging an external agency.

The school's policy on SEND is available to all parents.

The school will provide information about the Parent-Carer Council to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact the Parent- Carer Council for independent support and advice.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

10. TRANSITION ARRANGEMENTS

St Mary and St Joseph's is committed to ensuring that parents have confidence in the arrangements for pupils entering the school, progressing through year groups and when transferring to their next school.

During Year 6, the class teacher and SENCo meet with the teachers and SENCo from the pupil's next school, both to pass on information and agree additional transition experiences. Parents are involved in the decisions over additional visits and schools will arrange for them to be present on such visits, if it is felt to be helpful. If a child has an EHC plan, staff from the child's next school will be invited to attend a review during the Summer Term prior to transfer.

11. TRAINING AND RESOURCES

The SENCo, together with the Head Teacher, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans.

St Mary and St Joseph's aims to keep all staff up to date with relevant training, in relation to the needs of pupils with SEN and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through analysis of need with the SENCO and senior leadership team ensuring that training opportunities match school priorities. The SENCO will also provide information on specific special educational needs for new staff.

Additional training may also be arranged to support pupils with specific medical needs and will be arranged with relevant medical professionals.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCo meet regularly to agree on how to allocate resources and the SENCo contributes to the annual school improvement plan as part of the Senior Management Team.

12. STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law. All paper records will be held in line with the school's policy on security of information.

13. LINKS TO OTHER INFORMATION

This policy closely links with other policies, plans and information produced by St Mary and St Joseph's and these are outlined below.

Accessibility Plan:

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils and
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways.

Our Accessibility Plan can be found in the Policies section of our website.

Supporting pupils with medical conditions:

In line with the Children and Families Act 2014 and the associated guidance, *Supporting pupils at school with medical conditions* (Dec 2015), St Mary and St Joseph's makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting Pupils with Medical Conditions' policy can be found on our school website.

SEN Information Report and Local Offer:

This policy, along with our annual SEN Information Report, Provision Map and Accessibility Plan, forms our 'local offer' of support for pupils with SEN and disabilities at St Mary and St Joseph's. Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on Dorset's Local Offer at <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>.

Information about our school can also be found on our record on the Family Information Directory, part of Dorset County Council's website – www.dorsetforyou.gov.uk.

15. MONITORING AND EVALUATION

In conjunction with class teachers, the SENCo monitors the progress of children on the SEN register using the school's tracking system. The SENCo provides staff and governors with summaries of the impact of the policy on the attainment of the children on the register as part of the annual report to Governors. Our SEN Information Report will provide an annual account of the implementation of the policy, detailing how we have identified and supported pupils with SEN and disabilities.

We will evaluate the success of our policy and practice through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation
- progress data, including use of the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities

- success towards outcomes included on SEN Support and EH&C Plans
- evidence from any external evaluations or inspections.

This policy will be kept under regular review but it will be fully updated every three years. Pupils with SEN and disabilities and their parents will be asked for their views so that these can be reflected in updates to our processes.

16. COMPLAINTS PROCEDURE

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent feels that their concern is not being satisfactorily addressed they can contact their child's class teacher. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the SENCo or Head Teacher.

The CAST Complaints Policy is published on our school website.

Agreed by the Governing Body

Date:

Signature:

- Chair of Governors