



SEND Policy

St Joseph's RC Primary School

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STATEMENT OF INTENT

At Saint Joseph's School we aim to ensure that the curriculum provides an opportunity for growth through the acquisition of skills and knowledge in a Catholic setting. We aim to create a school environment, which nurtures the whole child, allowing for the development of each individual's potential, providing a framework for living where sound relationships can be established and the dignity of the individual is nurtured and valued.

This policy is a statement of the aims, principles and strategies for teaching and learning of Special Educational Needs in Saint Joseph's School. It has been devised through consultation with governors and members of staff. As with all our other documentation it must be read in conjunction with our School Mission Statement and School Aims.

It will be reviewed annually as an integral part of the School Improvement Plan.

Love One another as I have loved You

John 13:34

Aims

As outlined in the *SEND Code of Practice, 2014*;

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives*

A pupil has Special Educational Needs 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 and is within the four broad areas of need.

- communication and interaction
- cognition and learning,
- social, emotional and mental health difficulty
- sensory and or physical need

At St Joseph's Primary School our objectives are;

1. To identify and provide support for pupils who have SEND and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
3. To provide an environment whereby a child has the opportunity to make progress academically, socially and physically as part of a mainstream school
4. To create a support structure to enable individuals to achieve

Vulnerable Pupil Support Team

At St Joseph's Primary School the needs of our pupils are monitored by the class teacher, the Teaching Assistants, the SENCo and leadership team.

The role of the SEND Co-ordinator

The Special Educational Needs Co-ordinator for St Joseph's Primary School is

Mrs Boyne-Cross.

The SENCo will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Attend termly meetings with each year group to review progress
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies eg Educational Psychologist, Health and Social Services
- Work with the SLT and SEN Governor evaluating information and informing them of any issues

Identification, assessment and provision for pupils with SEND

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about children's performance in relation to national expectation. These judgements will be discussed at Pupil Progress Meetings.

We also identify SEND needs through;

- information directly given by parents
- data gathered from in school assessments
- recommendations from other professionals; Health and Social Care

There should not be an assumption that all children progress at the same rate, a judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively.

Levels of identification of SEND need;

<i>Level</i>	<i>Triggers</i>	<i>Process</i>
Monitor	<p>If a child has been identified by the Class teacher and year group team as failing to make progress they will monitor the child (Assess-plan-do-review cycle).</p> <p>Discussions will be held at Pupil Progress meeting.</p>	<ul style="list-style-type: none"> • Areas of difficulty will be established • <i>Discussions with parents</i> • Some strategies and differentiation of the curriculum will be initiated • Wave 1 interventions
Vulnerable Pupil	<p>As above but the cause of lack of progress is believed to be due to;</p> <ul style="list-style-type: none"> • poor attendance and punctuality • LAC • medical needs • behaviour issues 	<ul style="list-style-type: none"> • Vulnerable Pupil Support Team will discuss support with team around the child and parents. Support may include; • Parent support • Play Therapy • CAF
SEN Support	<p>After a period of monitoring, If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress over a longer period, • is working at curriculum levels substantially below that expected of a child of a similar age • has sensory or physical needs and requires specialist equipment or regular advice or visits a specialist service • has on-going communication or interaction difficulties which cause substantial barriers to learning. <p>Even when teaching approaches are particularly targeted, in discussion with parents, they may be placed on the SEN register.</p>	<ul style="list-style-type: none"> • Specific targeted support will be initiated • Further assessments may be arranged • Referral to outside agencies e.g Educational Psychologist • Wave 2 interventions
EHCP	<p>If a child;</p> <ul style="list-style-type: none"> • continues to make little or no progress in relation to specific targets, • continues to work at curriculum levels substantially below that expectations • requires specialist equipment or regular specialist support <p>It may be decided, in discussion with parents and multi-agency meetings that there is a need to apply for EHCP.</p>	<ul style="list-style-type: none"> • Plan and track targets • Work with support services • Work with parents

Pupil Progress Meeting

Each term a meeting is held by the SLT which includes SENCO with every year group to discuss the progress of children identified as having additional needs. Individuals and groups of children will be targeted for specific interventions to help raise their attainment. (see Intervention strategies) Discussions are shared on progress and any continuing concerns where the SENCO offers advice and support. Discussions are also held with parents to detail interventions that their child is having in school and additional meetings are held with the SENCO to discuss progress where necessary.

SEN support plans are put in place for children with specific additional needs, such as:

- Physical aids/interventions
- Visual/Hearing impairments
- Behaviour contracts
- ASD 1:1 support
- Medical needs

Targets are reviewed and evaluated and progress monitored. If a child is seen to be making progress in line with peers they will continue to receive support, where needed, but discussions will take place with the class teacher and parents, as to if they need to remain on the SEND register.

Children with Education Health Care Plans

Where the SENCO makes a referral for EHCP to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP Pathway will be followed and schools will carry out the recommendations that are agreed to. (Appendix 1)

Monitoring

The SENCO evaluates the school's SEND provision as part of the School Improvement Plan. The Designated Governor (Mrs M Duffield) is kept informed about SEND developments at governors meetings and on visits round the school.

Intervention strategies to support children with SEN

A Graduated Response is adopted for children identified as having SEND. Work is differentiated and groups are supported at the appropriate levels to provide specific, targeted interventions.

Graduated Response

Wave 1 - Quality First Teaching	Differentiated work Daily in-class support with TA Small group maths and English support 1:1 tuition BLAST Letters & Sounds Numeracy Interventions & Numbers Count Speech and Language Therapy ELS EAL support
Wave 2	Outreach Support SENCo support CAMHs Bungalow Project
Wave 3	Educational Psychologist Hearing/ Visual Services Speech and Language Occupational Therapy Specialist Dyslexia Teacher (Mrs D Bartle) Overfields Speech & Language Unit

External Support Agencies

When children require additional support the SENCO may also seek advice from other professionals. These include;

- Educational Psychologist
- SEN Support Team
- Speech and Language Team
- Outreach support from other schools
- Counselling support services
- School Nurse
- Hearing/Visual services

- Physiotherapy/OT
- Specialist Dyslexia Teacher (Mrs D Bartle)

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

Supporting pupils with medical conditions

St Joseph's Primary School recognises 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. Some children with medical conditions may be disabled and where this is the case schools will comply with its duties under the Equality Act 2010.

Supporting pupils with disabilities

Not all children with disabilities have SEND, many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheel chair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the Curriculum and assessment arrangements.

Facilities currently in school are; disabled toilets and shower, brail signage.

English as an additional language (EAL)

Children with limited English do not necessarily have SEND. If a child is experiencing difficulties which appear to be more than language based then school will arrange for assessments to be carried out to establish whether or not they have learning difficulties.

Training

The SENCO will keep staff updated on any changes concerning SEND and encourage personal development in this field.

SENCO will budget appropriately for SEND priorities outlined in the School Improvement Plan.

As part of the Middlesbrough Schools Teaching Alliance, St Joseph's continues to be part of the SEND Network, having access to training and support from schools in the alliance.

Partnership with parents

The school will endeavour to;

- Provide clear and accurate information about the child's SEND and purpose of any assessment, targets or intervention
- Ensure that parents have the opportunity to talk with SENCO, Vulnerable Pupil Support Manager and other professionals so that they understand the agreed outcomes of any intervention and how they can be a partner in working towards their child's targets
- Outline provision in the [Local Offer](#) [Appendix 2]
- Inform parents before involving outside agencies for additional advice or assessments

Arrangements for considering complaints about SEN provision within school

Initially, complaints should be discussed with the class teacher.

Depending on the outcome of the meeting the SENCO/ Head Teacher should be informed.

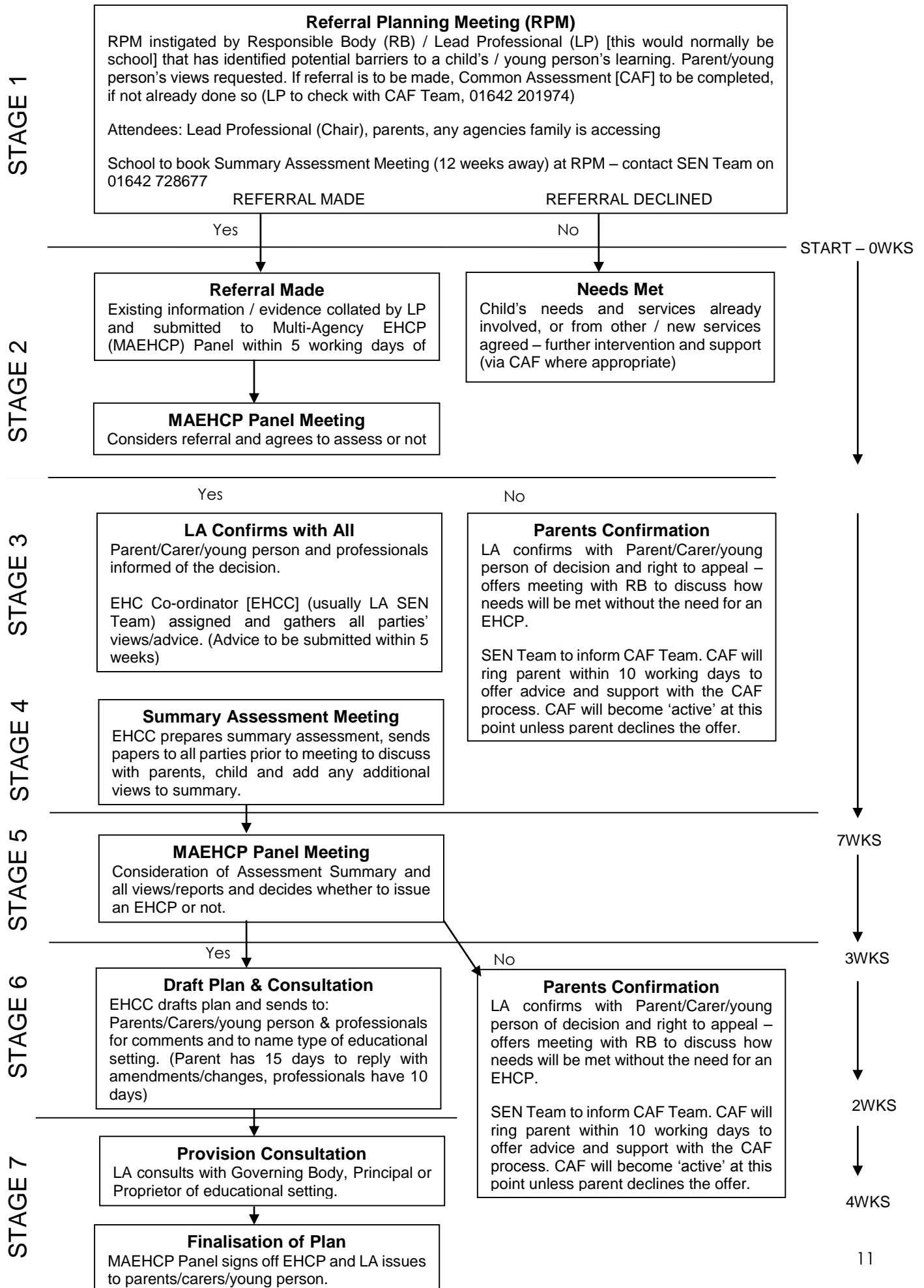
If no agreement can be arrived at the parent can then approach the school's named governor with responsibility for the monitoring of the schools SEND policy. They would also be given the name of the LEA identified/nominated person who have been trained to help them deal with their problem, or the Parent Partnership Service.

It is hoped, however, that matters can be dealt with within the school domain.

Policy Review

Policy will be reviewed annually and discussed with SLT and Governors.

Appendix 1 Educational Healthcare Pathway



SEND Local Offer



What does St. Joseph's offer for children with SEND?

Identification of needs

1. How does the school/college identify children with special educational needs? How do we involve parents in planning for those needs? If the school/college is specialist, which types of special educational need do you cater for?

Information is gathered by the class teacher regularly throughout the year. Children working below age related expectations and those not meeting targets are monitored closely by the class teacher and SENCo. Data from formative and summative assessments are also closely monitored by the SLT and pupil progress meetings take place each term to discuss the attainment of each child in each year group.

Where appropriate after consultation with parents, a child with additional special needs will be placed on the school's SEN register. Review meetings for students with EHC plans (statements) take place annually.

Support

2. Who in the school will support my child and how will this be monitored and evaluated? How are the decisions made about the type and amount of provision a young person will need?

Who will oversee and plan the education programme? Who will be working with my child and how often? Who will explain this to me? How does the school know its arrangements are effective? Who will make the decisions and on what basis? How will I be involved? How does the school judge whether the support has had an impact?

The first point of contact is the class teacher who has the overall responsibility for the welfare of the children or young people in their class. They are supported in this role by the senior leadership team and health and social care professionals. Class teachers are supported in the classroom by teaching assistants.

Interventions groups and individual support is mapped across the school and appropriate resources are used. The SENCo is responsible for mapping the provision of support with the School Leadership Team.

Decisions are based on quality evidence the school has collected: both data evidence and that from talking to everyone involved in teaching a student;

Decisions will also be based on the advice from any other professionals who have been working with or assessing a student; the amount of provision is decided in line with the needs of the pupil;

Discussions with pupils and parents are carried out to understand and priorities needs.

Curriculum

3. How will the curriculum be matched to the needs of the young person?

What is the approach of the school to differentiation?

Overall curriculum structure is directed by the government and the National Curriculum;

All pupils have an entitlement to study a full curriculum; Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies;

Especially within core subjects groups are set within ability bands and this leads to differentiation to the levels students are working at using quality first teaching and ensuring that targets are stretching and attainable. Children benefit from the support of Teaching Assistants if they need specific support to access the curriculum.

Accessibility

4. How accessible is the school environment? Is the building fully wheelchair accessible? Have there been improvements made to the auditory and visual environment? Are there disabled changing and toilet facilities?

There is disabled parking at the front of school and all visitors are able to access the main reception via an accessible entrance. There is a disabled toilet in school. ICT is used to help some of our pupils access the curriculum; there are interactive white boards in every class.

Parental Involvement

5. How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

In addition to the normal reporting arrangements what other opportunities will there be to discuss the progress of my child? How will the school explain to me how my child's

learning will be planned and how I can help to support this? Do you offer any parent training or learning events? How does the school know how well my child is doing?

Parents are encouraged to support their child's learning at home. Homework is provided by class teachers.

Parents are invited to an annual meeting to review their child's statement/EHCP and contribute their child's target setting.

Formal parent's meetings take place regularly throughout the school year. Parents are welcome to meet with their child class teacher when required at a time that is mutually convenient.

The head teacher is involved in parental consultation meetings during the spring term, meeting every parent individually with the class teacher.

Parents are invited into school regularly to share in a range of activities which include; school masses, class assemblies, performances and fund raising events.

Overall Well Being

6. What support will there be for the young person's well-being?

What is the pastoral, medical and social support available in school for my child? How does the school manage the administration of medicines? How will my child be able to contribute his or her views?

Attendance is monitored daily and an EWO works 2 days a week to support vulnerable families. The school nurse regularly visits school and our school has a full medicines policy.

Head boy, Head girl and Year 6 Prefects listen to the children, discuss ideas and concerns with staff members to ensure every child is happy.

The School Council meets regularly to discuss ideas to support pupil engagement within school.

The school office accepts medicines from parents every morning; staff are available each day to carry out what has been agreed with parents. Support staff are available in the playground every morning for parents to liaise with.

Specialist Services

7. What specialist services and expertise are available at or are accessed by the school?

School has access to the following services:

- *Speech therapy*
- *Occupational therapy*
- *Educational psychologist*
- *Learning support*
- *School Nurse*
- *Asthma, diabetic and epileptic nurse*
- *Visually impaired teacher*
- *CAHMS*
- *Social Care & Outreach*
- *Rainbows- bereavement support*
- *Attendance and Welfare service*
- *Banardos -Therapeutic support*
- *The Bungalow Project- support with play therapists, psychologists, mental well being*
- *Play Therapy*

Staff Training

8. What training are the staff supporting children and young people with SEND had or are having?

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification. There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.

Staff have a range of expertise either in a curriculum subject area such as art or in an area of special educational needs e.g. autism. Our school is a member of the Middlesbrough Schools Teaching Alliance, Catholic Teaching School Alliance and the Middlesbrough Catholic Schools Partnership.

Activities outside of school

9. How will the young person be included in activities outside of the classroom including school/college trips? *How do you involve parents and carers in planning activities and trips?*

Our school is committed to providing all pupils with equal access to an enriched and extended curriculum. Residential holidays are organised to centres that all pupils have an opportunity to take part. Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum. Visiting artists and theatre companies allow all students access to cultural experiences. A range of extra-curricular activities cater for a range of interests and abilities and include; craft, football, dance, wheelchair basketball, netball and gymnastics.

School holds a Youth Club once a month for Upper Key Stage 2 pupils. Children have the opportunities to socialise with peers, listen to music or participate in a range of fun activities including badminton, table tennis, pool and electronic interactive games.

Transition

10. How will the school prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

What preparation will there be before my son/daughter joins the school? How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?

The staff in Foundation Stage plan and work closely together. The children share an outdoor area allowing opportunities to familiarise themselves with staff and pupils across Foundation Stage. Parents are invited to visit Nursery with their child before their official starting date. As children prepare to start full time education parents are invited to look around the school and to attend a new parents meeting so we can introduce the team of people who will be working with their child and gather vital information.

This involvement and participation with parents is encouraged throughout the year with monthly Stay and Play sessions organised in Foundation Stage.

Children joining our school in the middle of an academic year do so by arrangement with the head teacher. Our website provides lots of useful information.

Transition from Primary to Secondary School:

The school liaises with all secondary schools providing opportunities for children to meet staff or visit the school in preparation for their transfer. Parents and pupils throughout school life are invited to visit the Catholic secondary school, Trinity Catholic College, for many events and activities, these ensure that the primary students begin to be more comfortable and knowledgeable about the school;

- Information is gathered from parents by SEND staff;
- All pupils have the opportunity to visit their secondary school in the summer term of year 6 as part of the formal transition programme;

- Talks with the primary schools begin in Year 6 and for those with an EHC the SENCO attends their review;
- Once a place has been confirmed the SENCO liaises with parents and the primary school;
- A transition plan is put in place on the secondary school's advice which could include early visits;
- A mentor might be put in place as a familiar adult to help with transition

SEND Resources

11. How are the school/college's resources allocated and matched to the young person's special educational needs? *How is the SEND budget allocated?*

Every child receives base funding and a 'top up' based on their level of need. There are four levels of need and resources are allocated according to assessed need.

Further information is available through the Middlesbrough Council website.

Alternatively information can be obtained through Paul Mitchell.

E mail : Paul_mitchell@middlesbrough.gov.uk

St Joseph's offer for children and young people with SEND?

How does the school know if I need extra help?

Your teacher will know you very well and they will make sure that they will plan lessons that help you to learn.

What should I do if I think I need extra help?

We want you to talk to the teachers and teaching assistants if you need help.

How will my school work be organised to meet my individual needs?

You will usually work in class with the teacher. Sometimes another teacher or teaching assistant may give you support so that you make good progress. If you need any specialist equipment, the school will provide them.

How will I be involved in planning for my needs?

All children are expected to talk about how they think they are doing and children are also asked about what they may need to do and what resources they might need to improve their learning?

Who will tell me what I can do to help myself and be more independent? How will I know if I am doing as well as I should be?

The staff at St Joseph's will help you and they will do this by helping you to become as independent as possible. Teachers will talk to you about what they want you to do and about your next steps in your learning. You will be expected to talk about how you think you can improve. We have lots of rewards and certificates which are presented in our weekly House Assembly. You can work towards gaining a bronze, silver and gold badge which are given for achieving merit points for lots of different reasons.

What should I do if I am worried about my school work? How can I get help if I am worried about things other than my school work?

If you are worried about anything at school we need you to talk to us. We will listen to you and try and help in any way we can.

Involvement in activities outside of the classroom – How will I know who can help me? Who can I talk to about getting involved in activities if I need extra help?

If I you have a disability or additional need you can join in school activities, we will do our very best to support you and make sure that you can join in the clubs you would like to.

What help is there to get ready to start school?

We will meet with you and your family to talk about how we can make sure we can help you to settle into our school quickly. We might write a plan to make sure other people know how to help you in school. You can come and look around the school and meet your teacher and new friends. Our website has lots of information about the school which you may find useful.

How will the school support me in moving on to a new setting?

When you are getting ready to go to secondary school we will make sure that your new school knows about your needs and how they can best help you. You will have visits to the school and will also get to meet the key people.