

# **Special Educational Needs and Disability Policy** **2019-2020**



*The Ethos of our school is Christ-centred, where a sense of a welcoming community is encouraged and where Christian values are promoted.*

*At the centre of all school activities lies our aim to help children deepen their faith and grow in the love of God.*

## **St Joseph's School Aims**

- Providing a stable, happy and secure school environment.
- Ensuring Equal Opportunities for all, irrespective of culture, race, colour, class and gender.
- Catering for the individual needs and development of each child.

## **Section 1 Introduction:**

The SEN policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and is written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and the parents of pupils with SEND.

## **Responsibility for the coordination of SEN provision**

- The person responsible for overseeing the provision for children with SEN is Mrs Lisa Lazell (Executive Headteacher).
- The person co-ordinating the day to day provision of education for pupils with SEN is Joanne Summerfield [SENCO].
- The SEN Governor is rs Agnes Njoh

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## **Section 2: Aims and objectives**

### **The aims of this policy are:**

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

### **The objectives of this policy are:**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To commit to delivering and SEN inclusion policy coordinated by the Special Educational Needs Coordinator (SENCO)
- To provide support and advice for all staff working with special educational needs pupils

## **Section 3: Identifying special educational needs**

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

## Four Areas of SEN

There are four areas of SEN needs. They are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and / or Physical Needs

The four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a pupil into a category but consider the needs of the whole child which will include not just the special educational needs of the child or young person. Some children's needs will fit across more than one category.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

**It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.**

If a child's progress is not as expected, all **information gathered from the within the school**, alongside national data and expectations of progress will be looked at. This will include high quality and **accurate formative assessment**, using effective tools and early assessment materials. For higher levels of needs, specialised assessments from external agencies and professionals.

This **initial information gathering** will include an **early discussion with the pupil and their parents**. From these meetings a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of this meeting will be added to the pupil's record on SIMS (school record system) and given to the parents. At this meeting parents will also be informed about the local authority's information, advice and support.

**[https://www.royalgreenwich.gov.uk/info/200236/children\\_with\\_additional\\_needs/1671/about\\_the\\_local\\_offer](https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer)**

Following the collection of this information, **consideration will then be taken to decide the support** that is needed for the pupil and whether it can be provided by adapting the school's core offer or whether something different or additional is required. An **Personalised Learning Plan (PLP)** will be given to the pupil to ensure the pupil, parents and school are clear about how they will help the children achieve the expected outcomes.

When support is provided a clear date for a **reviewing progress meeting** will be set. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and barriers to learning.

When it is decided that a pupil does have SEN, the decision will be recorded on SIMs and the pupil's parents must be formally informed that special educational provision is being made. This information is given to parents by providing them a copy of their child's **individual provision map**. These will be given out at the start of every term once the review progress has been carried out.

#### **Section 4: A graduated approach to SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

##### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

##### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

##### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support

and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Monitoring of children with SEND within the school**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Concerns regarding the child will be recorded on a cause for concern form. A green form is used by teachers and a purple form is used to record parents concern should the initial concern be raised by a parent.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to **provide differentiated learning opportunities that will aid the pupil's academic progression** and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward. Special Educational Needs Policy (2014) 5
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) **The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register.** Any concerns will be discussed with parents informally or during parents evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

### **Section 5: Managing pupils needs on the SEND support register:**

All the children on the SEND support register have their needs regularly monitored.

A child's needs will determine the support put in place. Teachers and the SENCO have the opportunity to meet weekly to discuss the needs of the children on the SEN register or those children who are a cause for concern.

Interventions that provide SEN Support are evaluated at the end of every term.

<http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page>

### **Section 6: Criteria for exiting the SEND register:**

If a child's progress is in line with age expected progress or there has been enough significant progress that the concerns for the child are no longer applicable then a meeting with parents will be held to discuss this. The child will then be taken off the SEN register.

As mentioned in section 4, as part of First Quality Teaching, a child will be monitored once they have been taken off the SEN register to ensure there are no further concerns.

The child's SEN file will be moved to the discharged file in the SENCO's room. Once the child's progress has been monitored, the child's SEN file will then be moved to their school file for future reference.

A child will be recorded on SIMS to show their end SEN date.

### **Speech and Language Therapy Discharge**

The Speech and Language Therapy Services in Greenwich have a new therapy system in place. Once children have been referred and seen by the Speech and Language Therapist they will be classified as specialist, targeted or universal. If a child is targeted or universal they will be discharged from the Speech and Language service. Please see the link below for more information regarding the service and the support given.

<http://www.oxleas.nhs.uk/services/service/childrens-speech-and-language/>

However even if it is recommended that a child should be given targeted or universal support recommendations may still be given to the school for a block of therapy to be delivered to the child. If a child has been given recommendations that they would benefit being in a Speech and Language Intervention group, supported by the SALT, then the child will remain on the SEN register until it is deemed appropriate through discussions with the class teacher, SENCO, parents and SALT that the child no longer needs to be on the register for their Speech and Language needs.

Some children will be discharged from the service and there is no longer a need for them to continue with a Speech and Language intervention, there not a specific difficulty that was indicated when they were assessed or their needs can be met through Quality First Teaching. In this case the child will be discharged from the SEN register once they are discharged from the Speech and Language Therapy service. The child will then be taken off the register.

### **Section 7: Supporting pupils and their families**

St Joseph's Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required. Additional support groups are also available to provide support for parents (e.g. from ASD Outreach). Referrals to

specific groups will be made on an individual basis.

Parents are encouraged to meet with the SENCO whenever they feel there is an appropriate need. St Joseph's prides itself on being a school where the school – parent partnership is positive and strong.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited and encouraged to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor (Mrs T Craig) may be contacted at any time in relation to SEN matters.

Parents' signatures are usually required for referrals to external agencies. Where this happens parents are invited into a short meeting to explain the referral and ask their viewpoint. These referrals will always have been discussed at previous meetings and so would have discussed in more depth prior to the form being completed.

### **Section 8: Supporting pupils at school with medical conditions**

Pupils with medical conditions are supported by the school nurse. The school seeks advice from the school nurse and other medical professionals to ensure the needs of the children are met within school.

- Allocated members of staff undertake First Aid Training.
- Parents are encouraged to share medical concerns with class teachers and Mrs O'Reegan.
- Reasonable adjustments are made to accommodate pupil need and to include pupils in all aspects of school life as far as possible.
- Relevant staff including dinner staff are informed of allergies and diet related medical issues. There is annual epi-pen training for all staff.
- The School Nurse assists in ensuring that care plans are kept updated.
- Where staff need specific additional training, this is arranged.
- Medication is only administered if backed up by a prescription. Medication is housed in the office.

### **Section 9: Monitoring and evaluation of SEND:**

SEND is continually monitored and evaluated.

- Teachers are observed by the Head teacher and provided with feedback and suggestions to make learning better.
- Pupil's books are monitored. Feedback is given in relation to differentiation, progress of learning, curriculum coverage and the quality / coverage of marking. These are carried out by the Head teacher, Deputy Head teacher, School Improvement Partner (SIP) and subject leaders.
- Learning walks are carried out during the school year. Each walk has a subject or area focus.
- Progress data is analysed during pupil progress meetings with class teachers and support staff.
- The SENCO meets with the head teacher to discuss pupil progress and other aspects related to SEND within the school.

### **Section 10: Training and resources:**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. Discussions will be held with those staff attending

sessions to talk about the impact the training is having on their practice.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

Resources are purchased through the SENCO. Resources are prioritized as those that will benefit pupil's needs. Advice may be sought from external agencies in regard to recommended resources to be purchased.

**Section 11: Roles and responsibilities:**

Mrs Joanne Summerfield is the SENCO.

Mrs Anne Harris is the SEN TA who is deployed to deliver a range of interventions.

The teaching assistants within the school deliver the interventions. The teaching assistants are class based and their line manager is Mrs Lisa Lazell (Executive Head teacher).

**Section 12: Storing and managing information:**

Each child on the SEN register has an SEN file. Within this file there are copies of any paperwork completed regarding this pupil's SEN information.

**Section 13: Admissions of pupils with SEND:**

If a pupil has a statement of special educational needs (SEN) or an Education, Health and Care Plan (an EHCP) plan naming the school they will be given first priority.

See the link below to Royal Borough of Greenwich Website:

[http://www.royalgreenwich.gov.uk/info/13/primary\\_school\\_places/457/primary\\_school\\_admission\\_policies](http://www.royalgreenwich.gov.uk/info/13/primary_school_places/457/primary_school_admission_policies)

See the link below to the schools admissions information:

<https://stjosephs.greenwich.sch.uk/wp-content/uploads/2019/03/St-Josephs-RC-Admission-Arrangements-2020-2021.pdf>

**Section 13: Reviewing the policy:**

The SEN policy will be reviewed annually at the end of the academic year. In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.



#### **Section 14: Accessibility (Statutory Responsibilities):**

The link below is to the schools Access Plan:

<https://stjosephs.greenwich.sch.uk/wp-content/uploads/2019/02/St-Josephs-Catholic-Primary-School-Accessibility-Plan-2019.pdf>

#### **Section 15: Dealing with complaints**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

The link below is to the schools complaints procedure:

<https://stjosephs.greenwich.sch.uk/wp-content/uploads/2019/01/St-Joseph%E2%80%99s-Catholic-Primary-Complaints-Policy-2019.pdf>

#### **Section 16: Bullying**

See the link below to the school anti-bullying policy:

<https://stjosephs.greenwich.sch.uk/wp-content/uploads/2019/01/St-Josephs-Catholic-Primary-School-Anti-Bullying-Policy-2019.pdf>

#### **Section 17: Appendices**

Glossary of Terms

**The SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Greenwich that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Signed  [Name] (Headteacher)

Date 28 Nov 2019

Signed  [Name] (SENCo)

Date 28 Nov 2019.

Signed  [Name] (SEN Governor)

Date 28<sup>th</sup> Nov 2019

***Policy to be reviewed in July 2020***