



St Joseph's Catholic Primary School

Special Educational Needs and Disability Policy



July 2017
Review date July 2018

School Vision Statement

Together we love - Together we hope - Together we learn.

Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we encourage everyone to share a love of learning and the love of Christ.

Together, we hope to inspire each other to achieve our full potential and to embrace our future with confidence.

Introduction

Some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these special needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum, religious devotion and assessment activities.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Special educational needs and Disability (SEND)

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

Aims

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 Outside Agencies 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;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
- to comply with the statutory obligations as set out in the Special Education Needs and Disability Code of Practice (SEND Code of Practice)

Objectives

- By ensuring access to the building and appropriate resources.

- By using the Foundation Stage Profile on entry to school in order to ensure early identification, and subsequently by using formative and summative assessments to help us to plan appropriately, provide stimulating curricular challenges, and involve outside agencies to advise.
- By holding an initial meeting to inform, share and discuss plans, responsibilities and expectations with parents. Thereafter, to meet regularly in order to review progress and plan for future development.
- By identifying learning support personnel, and actively involving them in the planning, implementation and review of individual provision.
- By planning appropriately, supplying resources, discussing concerns with parents, LSA, and outside agencies and by monitoring work.
- By maintaining open communication with parents, through contact books and meetings by appointment at the request of either party.
- By encouraging each child's participation with target-setting and current focus on individual provision.

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Access to the curriculum

Many of the children who join our school have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENDCo works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a decision to create an Education Health and Care Plan (EHCP). The needs of the child are considered to be paramount in this; this process is lead by the LA and is child centred.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. In our school this is provided as part of first quality teaching. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The **Special Educational Needs & Disabilities Co-ordinator (SENDCo)**, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments of the child's needs. If a child has a specific identified need they will be placed on a termly tracking system where targets and provision can be monitored (up to 6 times per year).

Individual provision maps and plans employ a small-steps approach and feature significantly in the provision that we make in the school. By using SMART targets, progress can be mapped and reviewed for children identified as having a special educational need.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

External support services will provide information for planning for provision for an individual child. Any new strategies will, **wherever possible**, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

In our school the SENDCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as a link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

The role of the governing body & headteacher

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The governor with responsibility for SEND is currently Mr John Hayden. His role is to have a specific oversight of the school's provision for pupils with SEND, and to report annually at a meeting of the governing body. The Head Teacher is responsible for updating the governing body on the school's SEND provision, including the deployment of funding, equipment and personnel. The Head Teacher, also has the responsibility of ensuring each teacher's understanding of any Statement of SEND or EHCP. The Head Teacher ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The Head Teacher and the SENDCo meet annually to agree on how to use funds directly related to the needs of children in the school. The Head Teacher informs the governing body of how the funding allocated support special educational needs has been employed.

Top-Up Funding

The Local Authority (North Somerset) provides targeted funding for specific special needs. This process occurs each year and the school may apply for funding for children who fit the categories identified by the LA. These are currently:

- Communication and Interaction
- Behaviour, Emotional and Social Development
- Cognition and Learning
- Sensory: Hearing
- Sensory: Visual
- Physical Impairment & Medical

The allocation of funding for support is made by a panel of teachers, SEND advisors, Special Needs Coordinators and Medical Specialists.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents.

The school prospectus contains details of our policy for special educational needs, and arrangements made for these children in our school. We have regular meetings as appropriate to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Monitoring and evaluation

The SENDCo monitors the movement of children within the SEND system in school. The SENDCo provides staff and governors with regular summaries of current issues e.g. funding requirements; current SEND numbers and current action plan for SEND. The SENDCo is involved in supporting teachers involved in drawing up targets and plans for children. The SENDCo and the Head Teacher hold regular meetings to review the work of the school in this area. The SENDCo and the governor with responsibility for special needs also hold review meetings annually or as necessary.

The governing body reviews this policy annually and considers any amendments required.

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Approved by:

Date:

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