

<b>Approved by:</b>	Full Governing Body	<b>Date:</b>
<b>Signature:</b>		
<b>Based on:</b>	Agreed by SENCO: Bekka Spooner Head Teacher: Sue Tomkys	
<b>Last reviewed on:</b>		
<b>Next review due by:</b>	Spring 2020	



# *St Joseph's Catholic Primary School Oxford*

## Special Needs Policy

### **Rationale and Definition**

We pay due regard to the Special Educational Needs and Disability Code of Practice: 0 – 25 years

- All children have unique educational needs which have to be met during their time in school. However there are some children whose pattern of development and learning indicates that special provision is required. These children have Special Educational Needs and/ or Disabilities (SEND).
- Children have a learning difficulty if they
  - have a significantly greater difficulty in learning than the majority of children of their age;
  - have a disability which either prevents or hinders them from making full use of the educational facilities provided by the school – this could be either medical or physical.
- 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.
- “Special Educational provision means, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.”

Education Act 1996

### **Principles and objectives**

We aim to:

- Ensure that all children, including those with an Educational Health Care Plan or SEND Support make progress in all curriculum areas
- Make reasonable adjustments to include all children.
- Provide accessible learning opportunities of those children who require additional or different provision.
- Identify early those pupils with SEND, to specify the nature of the need and provide appropriate intervention to meet these needs.
- Record all information about SEND pupils on SIMS (Schools Information Management System).
- Disseminate information about pupils to all staff.

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- Use appropriate strategies to facilitate learning.
- Assess, monitor, record and review progress regularly.
- Make appropriate and effective use of Support Services.
- Co-operate with and involve parents.
- Enable every child to experience success.
- Take into account the 'voice of the child' where their progress and provision is being considered.

These aims are achieved by a whole school approach to individual needs. All staff have a commitment and responsibility to meeting these needs and promoting inclusion. In implementing its SEND policy St Joseph's Catholic Primary School makes careful and generous arrangements for its pupils.

This policy should be read alongside the School Access Plan and the Disability Equality Scheme.

## **Guidelines**

### **Roles and responsibilities**

#### **Governors**

The Governing Body in co-operation with the Head Teacher has a legal responsibility for determining the policy and provisions for pupils with SEND. They maintain a general overview and have appointed a Special Educational Needs Governor. The appointed SEND Governor, along with the Head Teacher and Special Needs Coordinator (SENCo) will ensure that all resources are used efficiently to meet the needs of those children identified as having SEND. As part of their statutory duties, the Governing Body must publish information about, and report on, the school's policy on SEND. The SEND policy is subject to an annual cycle of evaluation and review.

#### **The Governing Body will also:**

- Ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that, where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed that a pupil has SEND, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are committed to identifying, and providing for those pupils who have SEND.
- Consult the LA and the Governing Bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special needs in the area as a whole.
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND as far as is reasonably practical and compatible.
- Have regard to the Code of Practice April 2014 when carrying out its duties toward all pupils with SEND.

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- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- All governors, especially the SEND Governor, are up-to-date and knowledgeable about the school's SEND provision including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan.

Education Act 1996 and SEND Code of Practice April 2014

## SENCO

The SENCO is responsible for the strategic management of SEND in the school. This includes:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising fellow teachers and teaching assistants
- Maintaining and reviewing the SEND register.
- Mapping provision across the school.
- Implementing intervention programmes for children and evaluating value for money.
- Monitoring progress of children on the SEND register.
- Managing Teaching Assistants.
- Overseeing the records of all children with SEND.
- Liaising with the parents of children with SEND.
- Contributing to the in-service training of the staff.
- Liaising with external agencies including the LA's Support and Educational Psychology Services, Health and Social Services and voluntary bodies.

## School

Provision for all pupils with SEND is a matter for the school as a whole. The Head Teacher has responsibility for the day-to-day management of the school's work, including provision for children with SEND. The Head Teacher will keep the Governing Body fully informed and will also work closely with the SENCO.

Where the Class Teacher has identified a learning need, consultation with parents and SENCO will follow with a view to placing the child appropriately on the SEND register.

All teaching and non-teaching staff are involved in the development of the school's SEND policy and are fully aware of the school's procedures for identifying, assessing, interventions and making provision for pupils with SEND.

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## Co-ordinating and managing provision

SEND provision is an integral part of the School Development Plan. The SENCO, in collaboration with the Head Teacher and Governing Body plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with SEND, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

At St Joseph's we identify children who require SEND support or an Educational Health Care Plan. Progress of children identified at the level of SEND Support is monitored and reviewed at least three times a year by the Class Teacher in close liaison with SENCO and parents.

Progress of children with a Education HealthCare Plan from the LA is reviewed in accordance with LA guidelines and in consultation with the outside agencies involved in the child's provision.

## Admission arrangements

St Joseph's strives to be a fully inclusive school and will make reasonable adjustments to cater for the needs of those children identified as having SEND. All pupils are welcome, including those with SEND, in accordance with the LA and the School's Admissions Policies. According to the Education Act 1996, if a parent wishes to have their child with a statement educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility. It is the duty of parents to inform the school, prior to admission, of any special needs their child may have.

## Specialisms and special facilities

- At St. Joseph's there is wheelchair access to all parts of the school and adapted toilet facilities.
- Most support takes place in the classroom although there is some withdrawal on an individual and small group basis.
- Our staff attend specialised training as necessary.
- The school has access to a wide range of Support Services.
- We have a well-equipped ICT suite which includes specialist programs.
- Laptops are available for use in classrooms for specifically identified children.
- SEND resources are located in. the SEND cupboard

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## Identification, Assessment and Provision

### Allocation of resources

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCO.
- The delegated SEND budget (the SEND index) covers the additional support required.
- Specific funds are allocated to pupils with an Educational Health Care Plan.

St Joseph's follows the LA guidance, given in the SEND handbook, to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEND are revised and reported on annually by the Board of Governors.

### Identification and Assessment

The Code of Practice 2014 recognises that children's needs and requirements cover four broad categories of SEND:

- Communication and interaction needs (C&I)
- Cognition and learning needs (C&L)
- Social, emotional and mental health needs (SEMH)
- Sensory and / or physical needs (S&P)

### Identification

From the time pupils enter school; informal identification of special needs is part of each teacher's responsibility. This can be done through observation, routine assessment and professional judgement. St. Joseph's promotes early identification of individual difficulties. If a child has Special Educational Need this must be brought to the school's attention by parents, nurseries and other outside agencies prior to admission. The Foundation Stage Profile is a formal way of initially raising awareness of potential difficulties. Standard Assessment Tests are also used to identify specific learning needs. Teachers make a recommendation for a more detailed assessment of a child who they feel is experiencing particular difficulties. Parents are informed that this assessment is taking place.

### Provision

In line with the Code of Practice 2014 St. Joseph's recognises that there is a continuum of SEND which requires a graduated response. Provision is planned and monitored at least three times a year) with parents.

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## Curriculum Access and Inclusion

St. Joseph's is an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced rich curriculum for all pupils
- Systems for early identification of barriers to learning and participation.
- High expectations and setting of suitable targets for all children.
- Use of appropriate and specific interventions to address needs.

## Evaluating Success

The success of our SEND policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO, Key Stage Co-ordinator, Head teacher and subject co-ordinator.
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts

Value-added data for pupils on the SEND register.

- Monitoring of procedures and practice by SEND governor.

The Monitoring Quality reviews.

- The School development

The SEND Policy is reviewed annually as part of the Self-evaluation cycle and should be read alongside the School's Access Plan and Disability Equality Scheme. SEND is a priority area within the School Development Plan and is regularly reviewed to inform the School Self-evaluation.

## Complaints Procedure

We are confident that due to our well-developed communication system between parents and teachers it would be rare that there will be any complaints. If, however such an occasion does arise the concern should first be voiced to the class teacher. If the matter is not resolved it should then be brought to the attention of the SENCO. If a parent is still dissatisfied then they should approach the Head Teacher. Any further difficulties will be dealt with following the complaints procedures set out in the school's prospectus. Oxfordshire LA provides a Parent Partnership Service and an Independent Parents Supporters group (IPS) to assist parents in this process.

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## Partnership Within and Beyond School

### Staff Development

All staff development is identified and undertaken in line with the priority areas on the School Development Plan.

- OSIT briefings three times a year
- SENCO attends a variety of courses and feeds back to Head teacher and staff.
- All staff undertakes relevant training.
- NQTs and new staff are made familiar with school policy and procedures for SEND as part of their induction programme.
- SEND is part of the teacher appraisal process

### Links with Other Agencies, Organisations and Support Services.

Advice and support is available from a broad range of outside agencies to enable us to identify, assess and meet children's SEND. This is done via the Local Offer which includes but is not limited to the voluntary sector, health and social care, etc. Our private Educational Psychologist supports vulnerable pupils identified by the SENCO and Headteacher. Outreach support is accessed such as SENSS C& I, NHS SALT, Occupational Therapy, SENSS H&I and Phoenix counselling.

Contact is maintained with pre-school Teacher Counsellors who work with families with pre-school children.

The Designated Safeguarding Leads receive support from the Health and Social Services Department regarding issues related to children in care or at risk.

### Partnership with Parents / Carers

We have a long tradition of good relationships and communication with parents. The involvement of parents, when there is concern about their child, is immediate. Parents are involved in the initial identification of their child's individual needs and subsequently remain part of the reviewing and monitoring of provision and progress. Parents are consulted initially before any outside agencies are involved in assessing a pupil's progress or behaviour and are included, as far as possible, in the strategies implemented. We encourage parents to be involved in the writing of Pupil Profiles. Information is shared with parents in informal discussions, individual meetings and in home / school record books.

The LA have a Parent Partnership Service which can be contacted at 01865 810516.

The SENCO is available, by appointment, to discuss any concerns.

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## The Voice of the Child

We support the statement;

“Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.”

The United Nations Convention on the Rights of the Child

Children at St. Joseph’s are encouraged to participate in all assessment, planning and review arrangements relating to them appropriate to their age and ability. They understand that their views are as important as everyone else’s in whatever way these views are expressed.

### Links with Other Schools and Transfer Arrangements

We have developed close links with other schools in our area. The SENCO meets with other partnership SENCOs where appropriate.

Meetings are held for the parents of new children before they begin school where teachers are happy to discuss any concerns. The SENCO or Head Teacher will attend annual review meetings or review meetings where appropriate in order to ensure that provision can be put in place before the child begins school.

St. Joseph’s pays regard to the Code of Practice April 2014 when making transfer arrangements. For all children who have an Education Health Care Plan, transferring between phases, except from an early education setting, a provisional recommendation should be made in the year previous to transfer so that parents can consider options at the same time as other parents. The child’s EHCP must then be amended by 15th February of the year of transfer in the light of the recommendations of the annual review, the parents’ views and preferences and the response to consultation by the LA with the schools concerned. All arrangements for the child’s placement should therefore be completed no later than the beginning of March before transfer. The SENCO of the receiving school is always invited to attend the final annual review for pupils with statements being held at St Joseph’s.

Procedures such as EHA and TAF are in place, as well as meetings with our receiving Secondary providers, in order to ensure smooth transfer of records and information.

Robust liaison arrangements contribute to future planning for the benefit of all children.