



# St Joseph's Catholic Primary School

## Special Needs Policy

Reviewed Feb 2018

### 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 (SEN).
- 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 a Statement of Educational Need or SEN Support achieve the five outcomes of Every Child Matters (ECM).
- 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 SEN, to specify the nature of the need and provide appropriate intervention to meet these needs.
- Record all information about SEN pupils on SIMS (Schools Information Management System).
- Disseminate information about pupils to all staff.
- 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 SEN 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 SEN. They maintain a general overview and have appointed a Special Educational Needs Governor. The appointed SEN 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 SEN or AEN. As part of their statutory duties, the Governing Body must publish information about, and report on, the school's policy on SEN. The SEN 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 SEN.
- Ensure that, where the 'responsible person' – the Head Teacher or the appropriate Governor – has been informed that a pupil has SEN, 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 SEN.
- Consult the LEA 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 SEN joins in the activities of the school together with pupils who do not have SEN as far as is reasonably practical and compatible.
- Have regard to the Codes of Practice April 2014 when carrying out its duties toward all pupils with SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- All governors, especially the SEN Governor, are up-to-date and knowledgeable about the school's SEN provision including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Improvement Plan.

Education Act 1996 and SEN Code of Practice April 2014

#### **SENCo**

The SENCo is responsible for the strategic management of SEN in the school. This includes:

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

#### **School**

Provision for all pupils with SEN 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 SEN. 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 SEN register.

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

### **Co-ordinating and managing provision**

SEN 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 SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCo takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, 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 SEN.

At St Joseph's we identify children who require SEN support or have a Statement of Educational Need. Progress of children identified at the level of SEN 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 Statement of Educational Needs from the LEA is reviewed in accordance with LEA 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 SEN or AEN. All pupils are welcome, including those with SEN, in accordance with the LEA 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 LEA 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 and 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.
- SEN resources are located in the General Purpose Room.

### **Identification, Assessment and Provision**

#### **Allocation of resources**

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

- The base budget covers teaching and curriculum expenses as well as the cost of the SENCo.
- The delegated SEN budget (the SEN index) covers the additional support required.
- Specific funds are allocated to pupils with statements.

St Joseph's follows the LEA guidance, given in the SEN handbook, to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEN 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 SEN:

- 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 Needs 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 SEN which requires a graduated response. Provision is planned and monitored using the Oxfordshire Action This provision is monitored at least 'old' termly (i.e. three times a year) with parents.

## **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 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 SEN policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject co-ordinator.
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts

Value-added data for pupils on the SEN register.

- Monitoring of procedures and practice by SEN governor.
- Annual School self-evaluation, using From Audit to Action.

The Monitoring Quality reviews.

- The School development Plan / SEN Development Plan.

The SEN 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. SEN is a priority area within the School Development Plan and is regularly reviewed to inform the School Self-evaluation process in line with the ECM agenda.

## **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 LEA provides a Parent Partnership Service and an Independent Parents Supporters group (IPS) to assist parents in this process.

## **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.

- Partnership Inclusion briefing meetings – working with other SENCOs to ensure continuity (three times a year).
- INSET opportunities as offered by LEA.
- 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 SEN as part of their induction programme.

### **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 SEN. This is done via the Locality Support services which includes but is not limited to the voluntary sector, health and social care, etc. The Educational Psychologist visits the school three times a year but will support the school where necessary. Outreach teachers from the Language Resource Base, Behaviour Support Service and the Sensory Support Service support the school as necessary. Contact is made with Health Services for individual children in accordance with LEA procedures.

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

The Designated Persons for Child Protection 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 Individual Education Plans. Information is shared with parents in informal discussions, individual meetings and in home / school record books.

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

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

### **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 regularly with other partnership SENCOs.

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 Codes of Practice April 2014 when making transfer arrangements. For all children who have a Statement of Special Educational Needs 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 Statement must then be amended by 15<sup>th</sup> 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 LEA 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 CAF and TAC 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.

Date agreed:  
3.02 .2014

SENCo: Bekka Spooner  
Head Teacher: Sue Tomkys

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