

ST JOSEPH'S RC PRIMARY SCHOOL, RAMSBOTTOM

Special Educational Needs and Disability (SEND) and Inclusion Policy



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ST JOSEPH'S RC PRIMARY SCHOOL, RAMSBOTTOM SEN AND INCLUSION POLICY

Mission Statement

"There are 3 things that last: Faith, Hope and Love. Love one another as I have loved you."

Our school is proud to be part of the Roman Catholic community in the Parish of St Joseph's, Ramsbottom. Our school has a distinctive character, because everything we do is based on the values of the Gospel. The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person."

Policy

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

Rationale

At St Joseph's School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. St Joseph's School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

St Joseph's is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We recognise clearly:

*'That every teacher is a teacher of every child or young person
including those with SEN'.*

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St Joseph's we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We aim to raise the aspirations and expectations for all pupils with SEN and provide a clear focus on the best outcomes for children.

Aims

- To provide all children with a broad, balanced and differentiated curriculum to meet their individual needs.
- To encourage every child to reach their full potential in all areas of school life.
- To identify those children with difficulties and provide appropriate support.

Objectives

- To admit all pupils to the school on the basis of the school's published admissions procedures and welcome all pupils, including those with SEND.
- To identify and provide for pupils who have special educational 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 provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND and Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

Definition of SEN

The code of practice defines SEND as:

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

- (a) has a significantly greater difficulty in learning than the majority of others the same age; or
- (b) has a disability that 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.

Identifying SEND

The SEND Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The SEND Code of Practice 2014 suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention or adjustments and good quality personalised teaching.

At St Joseph's RC Primary, we identify the needs of pupils by considering the needs of the whole child. If a child is underachieving they will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils to make the progress of which they are capable through liaison with the class teacher.

We recognise that there are factors which may impact on progress and attainment other than SEND, these may include issues in relation to:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of active Serviceman/woman
- Being a member of a Travelling community

Identification, Assessment, Planning and Review Arrangements

St Joseph's RC Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments, discussions with parents and child and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. The school is using Edu Key to outline all SEN support and this is updated regularly.

An appointment to meet with the SENDCO can be made at any time.

Before a child starts at the school

Our foundation stage teacher visits children at their nursery or pre-school setting before they start our Reception class. They talk to the providers and parents about any concerns they may have. Through our links with local schools and nurseries we are able to identify children who may require more support well before they join our Early Years setting.

If a need is identified we will arrange meetings with parents, the nursery or school and any other agencies involved before the child starts school to ensure we have the correct provision in place.

St Joseph's approach to SEND Support.

All children and young people at St Joseph's RC Primary have an entitlement to high quality everyday personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include WALT's (We are learning to) and WILF's (What I'm looking for) that are shared and revisited during the lesson. Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning taking different learning styles into account.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Graduated Approach

To enable all children to achieve their personal learning outcomes, St Joseph's RC Primary uses a four step graduated approach to support. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school.

- **Stage 1:** No additional support (Quality First Teaching)
- **Stage 2:** Low level of additional support (Short term intervention)
- **Stage 3:** High level of additional support (SEN Support)
- **Stage 4:** Exceptional Support (EHC Plan)

• **Stage 1 - No additional support** - Where children achieve the learning outcomes, appropriate to their age and ability, through Inclusive Quality First Teaching.

- St Joseph's RC Primary recognises that there are a number of children who are achieving the learning outcomes appropriate for their age despite a disability or additional need. However, it is important that teachers and support staff are aware of this need in order to provide the appropriate support. A pupil profile is created for these children so that staff are aware of their additional needs. These children are known as **Stage 1**.

• **Stage 2 - Low level of additional support** - These are children who are beginning to show some signs of emerging needs. These children are not making adequate progress, despite having access to a differentiated curriculum. They may have additional needs, but are not identified as having special educational needs.

These children will have access to time -limited, teacher planned interventions or resources such as Numicon, extra guided reading sessions, 1:1 reading, social intervention.

Timely intervention would ensure that they move back to the 'Stage 1' category in the majority of cases. For some children there may be a period of time when the support gradually intensifies. These interventions are monitored on a regular basis using the school's 'Assess, Plan, Do, Review' intervention record.

• **Stage 3 - High level of additional support** -

These children are not making adequate progress, despite having access to differentiated curriculum and intervention.

If after two cycles of assess, plan, do and review, the children are not making adequate progress, the school will seek advice of other agencies at the SENCO partnership meetings and the SEMH cluster groups. An Individual Education Plan (IEP) will be drawn up and the child will be recorded as 'SEN Support'. The interventions that the child is receiving are monitored on a regular basis using the school's 'Assess, Plan, Do, Review' intervention record.

There may be the possibility of a future Education Health Care Plan (EHC Plan) Referral for these children.

• **Stage 4 - Exceptional Support** - These are children who have complex and long-term needs and who have a Education, Health and Care (EHC) Plan or who will be referred for an EHC assessment in the near future.

- If a pupil is not making good progress despite receiving good quality first teaching and carefully differentiated activities, the class teacher and the SENCO will consider a range of information about the pupil's needs and progress.
- Parents and families are invited in to school to have a discussion with both the class teacher and the SENCO to decide next steps for their child
- Children are involved in the decision making process when deciding what provision will be provided for them;
- If a pupil displays a higher level of need, specialist provision from external agencies and professionals may be called upon to carry out more specialised assessments to help to further identify the provision required.

All 'Assess, Plan, Do, Review' Cycles are recorded on an intervention record and information about the school's interventions is gathered on Edu Key.

To be referred for an EHC assessment, school requires at least 4 cycles of assess, plan, do and review, with at least two cycles evidencing involvement of an advisory professional and an Educational Psychologist will be required.

A request will be made by the school or parents to the LA, if the child demonstrates a significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs.

Managing Pupils Needs on the SEN Register

- A pupil who constantly requires support "additional to or different from" their peers may be included on the SEND register after discussions with parents or carers.

At St Joseph's RC Primary, we ensure that pupils who are on the SEN register are receiving the appropriate provision and we assess and review this through:

- Tracking the progress of pupils through the whole school tracking system.
- Pupil progress meetings.
- Termly evaluation of the effectiveness of interventions.
- Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the plan or IEP and regularly maintaining and updating IEPs and plans relating to interventions.
- Termly review of IEPs where evidence of targeted support is used to review progress, identify next steps and create a new plan.

- When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENCO requests additional support from specialist services.
- When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs.
- Any agency referral documentation is completed by the SENCO. This could include referrals to the Additional Needs Team, Speech and Language Therapy, Educational Psychology Service, Behaviour Outreach Team, CAMHS, IAPT.
- Annual review of EHC plans as prescribed in the SEND Code of Practice 2014. All stakeholders are invited to be involved in the Annual review.

Criteria for Exiting the SEN Register

Through the review part of the 'assess-plan-do-review' process, if a child has made significant progress which puts them back in line with their peers, and ensuring all stakeholders agree, the pupil will be removed from the SEN register.

Working with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child's needs. All parents of children with SEND will be treated as partners, they will be given support to play an active and valued role in their child's education.

At all stages of the SEND process, the school keeps parents fully informed and involved. Parents of children following a graduated approach of support will meet termly with class teachers to discuss provision and progress. Class teachers discuss progress bi-annually at parent's evenings and the SENDCO is always available for further discussions if needed. Parents of children with an EHCP are encouraged to be part of their child's person centered review held on an annual basis.

Parents also have access to the school's SEND information report on the school website as well as our policy for special educational needs. They can also contact the school to arrange an app

Pupil centered reviews

These are held annually for those children with an Education, Health and Care Plan. Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, either orally, through pictures, or in a written form, as well as be actively involved and present at their own review when possible.

Transition meetings from class to class are held annually, with class teachers sharing information about pupil progress and targets. For any child involved in a transition review for High school, the SENDCO from the receiving school is invited so information can be passed on and both pupil and parents have an opportunity to ask questions or discuss any issues they may have.

Supporting Pupils at school with Medical Conditions

Any children with medical conditions at St Joseph's are supported and have full access to all aspects of education, including school trips, physical education and any after school activities. Any children who have a disability in conjunction with a medical condition also have access to all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

- If a child with a medical condition at St Joseph's also has a special educational need (SEN) and a EHC plan/Statement of Special Educational Needs, we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2014) is followed.
- St Joseph's has a medication policy with forms in the office to be completed in every case.
- Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, hay fever, allergies and other conditions, is provided for staff and regularly updated.
- Procedures are in place for medical emergencies.
- Appropriate safety checks are completed for safe storage of specific medical equipment (e.g. oxygen tanks)
- All staff have briefings about children's needs. Good ratios of staff with first aid training are maintained.
- Staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epi - pen, epilepsy, diabetes, asthma, tracheostomy and vent training.
- The school has a policy for managing the medical conditions of pupils.

Monitoring and Evaluation of SEND

St Joseph's monitor and evaluate the effectiveness of our provision carried out in the following ways:

- Whole School Development Sessions by the Senior Management Team.
- The assessment of progress made by intervention groups.
- Termly review of costed provision map.
- Work sampling through the school's SERF process.
- Pupil interviews when setting new IEP targets or reviewing existing targets.
- Tracking pupil progress using assessment data.
- Parent and pupil views through annual reviews of EHCP's and Statutory Assessments.
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupil's progress.
- Feedback from parents through the 'SEN Parent's Voice Group'.
- Termly SENCO partnership meetings.
- Meetings between the SENCO and Governor responsible for SEN.
- SEN report to Governors.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff at St Joseph's are encouraged to undertake training and development. This training is either provided by the Local Authority or

organised within school. The SENCO regularly attends the LA's SENCO partnership meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

SEN Governor: Mr Martin McAndrew

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring provision, standards and expenditure through regular reports to the Governing Body, meeting with SENCO, analysis of data and visits to school.

Head Teacher and Designated Teacher with Safeguarding responsibilities: Mrs Emma Moncado

Responsible for:

- The day-to day management of all aspects of the school, this includes the support for children with SEND.
- Being the Designated Teacher with specific Safeguarding responsibility.

SENCO and Deputy Safeguarding Lead: Mrs Emma Bolton

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 1. involved in supporting their child's learning;
 2. kept informed about the support their child is getting;
 3. involved in reviewing how they are doing;
- Liaising with other people who may be coming into school to help support a child's learning e.g. Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Organise effective pupil centered reviews.
- Monitor the progress of SEND pupils on a termly basis.
- Keep governors up to date with SEND reform and pupil progress.

Class Teachers:

Responsible for:

- Checking on the progress of all children and identifying, planning and delivering any additional help a child may need and letting the SENCO know as necessary.

- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least twice per year.
- Set SMART targets when writing APDRs and ensuring these are kept up to date.
- Ensuring that all staff working with children in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SEN Teaching Assistants:

Responsible for:

- Keeping records up to date.
- Regularly feeding back to the teacher so that this can be fed into planning and target setting.
- Contributing to pupil progress and annual review meetings.

Storing and Managing Information

- All documents are stored in a locked cabinet.
- All electronic documents are password protected.
- All documents no longer required are shredded prior to disposal.
- All records are passed up to the feeder high school after the pupil's final person centered review or hand delivered by the SENDCO. Information on SEND pupils that move schools are sent electronically and further information is usually discussed with the receiving school over the phone.
- Record keeping procedures follow the school's confidentiality policy.

Dealing with Complaints

The complaints procedure for SEN mirrors the school's other complaints procedures which can be found on the school website in the Complaints Policy. It can also be found in the SEN information report.

Bullying

Instances of bullying are extremely rare at St Joseph's, however the school has an anti-bullying policy in place with clear procedures for dealing with any issues when they arise. Anti-bullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning. The school's anti-bullying policy is published on the website.

Policies linked to the SEND policy:

- SEND Information Report
- Anti-Bullying Report
- Dyslexia Friendly School Policy
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This policy was reviewed September 2024.