



ST TERESA
of **CALCUTTA**
Catholic Academy Trust



ST JOSEPH'S RC PRIMARY SCHOOL, **RAMSBOTTOM**

Special Educational Needs and Disability **(SEND) and Inclusion Policy**

SENCO: Mrs Emma Bolton

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Headteacher: Mrs Emma Graves
SEN Governor: Mrs Alison Mitchell



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 SENCO can be made at any time. At review meetings, minutes will be taken and will be copied and sent to parents/carers after meetings.

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 Communities of Practice meetings. 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 and 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 their APDR.

- Termly review of APDRs 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 Communities of Practice, Outreach Team, Speech and Language Therapy, School Nursing Team, CAMHS.
- 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 SENCO 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.

The school values regular communication with families and offers a range of opportunities to strengthen home-school partnerships. These may include termly coffee mornings, informal catch-up sessions, workshops and information events, enabling parents to share experiences, receive advice and discuss any concerns with school staff in a supportive environment.

Parents also have access to the school's SEND Information Report on the school website, as well as this SEND Policy. They can contact the school at any time to arrange an appointment with the SENCO or their child's class teacher. Parents can also access information about services available for children and young people with SEND through the Bury Local Offer, which provides information about education, health and social care services available within the local authority.

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 SENCO 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.
- Where required, an individual Personal Emergency Evacuation Plan (PEEP) will be developed for pupils whose medical needs or disabilities may affect their ability to evacuate the building safely in an emergency. The PEEP will be shared with relevant staff and reviewed regularly.
- 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 Leadership Team.
- The assessment of progress made by intervention groups.
- Termly review of costed provision map.
- Work sampling through the school's self monitoring process.
- Pupil interviews
- Tracking pupil progress using assessment data.
- Termly pupil progress meetings
- Parent and pupil views through annual reviews of EHCP's and Statutory Assessments.
- Monitoring ADPRs
- Termly SENCO meetings and PLN meetings.
- Meetings between the SENCO and Governor responsible for SEND.
- SEND 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 continuing professional development. Training is provided through the Local Authority, our Trust, external agencies and in-school professional development.

As part of our Trust, staff benefit from collaborative working, access to specialist expertise, shared resources, professional networks and Trust-wide training opportunities to ensure high-quality provision for pupils with SEND.

The SENCO regularly attends Local Authority and Trust SEND network meetings and training to ensure that practice remains up to date with local and national developments. The SENCO also shares relevant training and guidance with staff to support high-quality inclusive teaching across the school.

Roles and Responsibilities

SEN Governor: Mrs Alison Mitchell

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 Graves

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:
 - involved in supporting their child's learning;
 - kept informed about the support their child is getting;
 - involved in reviewing how they are doing;
- Liaising with external professionals and agencies who may support a child's learning and development, including the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, the Outreach Team, School Nursing Team, CAMHS, health professionals and other specialist services, as appropriate.
- 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:

The Code of Practice (2014) states that "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff." (para.6.36) Also "High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good-quality teaching. (para.6.37) All teachers therefore have a responsibility to deliver quality first teaching and meet the needs of pupils in their classes. Additionally, teachers must: -

- Identify the Special Educational Needs of individual children in their class
- Monitor the progress of children and if concerned, work closely with parents
- Know which pupils in their class are on the Additional Needs Register, and at what stage

- Write individual provision maps/pupil passports for pupils with SEND
- Ensure that Provision maps are reviewed with the parents at least three times a year
- Ensure TAs support pupils appropriately, according to the pupils' set targets
- Ensure that the Senco is aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Attend appropriate INSET and courses

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.
- Participating in relevant continuing professional development (CPD) to develop the knowledge, skills and confidence required to meet the diverse needs of pupils with SEND and to support the delivery of high-quality provision.

Storing and Managing Information

- All documents are stored on CPOMS or 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 secondary school after the pupil's final person-centered review or hand delivered by the SENCO. 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.

Personal information is processed in accordance with UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Information is only shared where there is a lawful basis to do so and in line with the school's Privacy Notice.

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.

Transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling.

Where appropriate, pupils will be provided with personalised transition resources, such as transition books, social stories, photographs and visual timetables, to help them become familiar with their new classroom, staff and routines. Additional visits and tailored transition arrangements will be planned to meet individual needs and support pupils to feel confident and prepared for the next stage of their education.

Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCO will liaise

The SENCO will ensure that all relevant SEND documentation, including assessment information, provision plans, reports from external agencies and, where appropriate, Education, Health and Care Plan documentation, is shared securely with the receiving school's SENCO or relevant inclusion lead. Confirmation of receipt will be obtained to ensure that all information has been successfully transferred, enabling continuity of support and effective planning for the pupil's transition.

Involvement of outside agencies

Children may receive input from

- Communities of Practice
- Bury Outreach Team
- CYPIC
- The medical services, including CAMHS
- Social Services, especially for Children and Young People in Care
- Barnardos
- Early Help
- Creative Mentoring
- Wellbeing Support Worker
- Mental Health Support Team (MHST)

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission Policy).

The school values diversity and promotes equality of opportunity for all members of our school community. We do not discriminate on the grounds of disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, or age, in accordance with the Equality Act 2010. We are committed to making reasonable adjustments to ensure that pupils with disabilities can access the curriculum and participate fully in all aspects of school life.

If there are any complaints relating to the provision for children with SEND or EAL (English as an additional language) these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by the Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see Complaints Policy).

The school fully meets the requirements of the The Equality Act 2010 which has replaced the Disability Discrimination Act (DDA). All reasonable steps are taken to ensure that no stakeholders are placed at a substantial disadvantage compared those without disabilities.

The school has an Accessibility Plan which is reviewed regularly. The plan outlines how the school will:

- improve access to the curriculum;
- improve the physical environment;
- improve access to information for disabled pupils.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances Should we go ahead with modification or disapplication, we would do so through: Written: Summer 2016 Reviewed: September 2025 by SENCo Approved by Governors: October 2024 7

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

This policy was reviewed September 2026