



St Joseph's Catholic Primary School

Special Educational Needs (SEN) Policy

Agreed by the Governing Body on	Autumn 2018
Review Date	Autumn 2019
Review Schedule	Annual
Person(s) Responsible	Inclusion Leader and Provisions and Achievement Committee

MISSION STATEMENT

We live, love and learn through Jesus.

INTRODUCTION

This policy has been produced by the Inclusion Leader, and teaching staff at St Joseph's Catholic Primary School, in consultation with support staff, governors and parents. It has been reviewed and updated in **June 2015** in line with the revised **Special Educational Needs Code of Practice (2014)**. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This document should be read in conjunction with our 'School Local Offer', which provides information to parents about the specific support that we offer children with SEN in our school - <http://www.stjosephs.camden.sch.uk/LocalOffer.html>

You can also find information on the SEN services and support provided by the Local Authority at www.localoffer.camden.gov.uk

Our Executive Head Teacher, **Miss Helen Tyler** provides leadership on inclusion and high achievement for all.

Our Assistant Head Teacher and Inclusion Leader (the first person to talk to about any SEN questions or concerns) who leads on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice is **Mrs Nicola Scott-Phillips**.

Our Inclusion Governor – who has a responsibility for monitoring and supporting the school on SEN matters on our governing body is **Mr Andrew Nuttney**.

The staff can be contacted via the School Office at admin@stjosephs.camden.sch.uk 020 7242 7712.

OUR VISION

At St Joseph's we have the highest expectations for **all** our pupils and will ensure that **all** children make accelerated progress, sustained throughout their time at St. Joseph's, regardless of their starting point or barriers to progress, through personalised learning

journeys and an all-school commitment to highly effective inclusion of all children from our community. Inclusion is at the centre of our school's aims and values. This means that we have a commitment to a whole school approach provision for children with SEN, which is the responsibility of the whole school and all members of the school community. At St Joseph's every teacher is a teacher of children with SEN.

All groups of pupils, including the most able and those who are disabled or who have special educational needs, make exceptional progress at this school.

St Joseph's Catholic Primary School Ofsted 2014

OBJECTIVES OF OUR SEN POLICY

We developed this policy on Special Educational Needs so that there would be a whole school agreement about clarity and procedure to follow, by whom and when. It will also be used to evaluate whether these procedures are successful and completed within a reasonable time.

Our Objectives 2015-2016:

- To identify and provide 'outstanding' provision for children who have special educational needs and additional needs
- To ensure that we work within the guidance provided in the SEN Code of Practice 2014
- To operate a "whole child, whole school" approach to the management and provision of support for special educational needs

DEFINITION OF SPECIAL EDUCATION NEEDS (SEN)

A child at St Joseph's is defined as requiring SEN support when his/her learning requires support above and beyond that which is provided through quality first, personalised teaching, or following short term research based interventions, or when progress is significantly slower than that of their peers.

The SEN Code of Practice (2014) states:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*

- *widens the attainment gap*

The SEN Code of Practice describes four areas of difficulty:

- **Communication and interaction;** e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD)
- **Cognition and Learning;** e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- **Social, emotional and mental health difficulties;** e.g. attention deficit hyperactive disorder (ADHD)
- **Sensory and/or physical needs;** e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi- Sensory impairment (MSI); Cerebral Palsy etc.

We recognise that children may have more than one special educational need and we support every child with a personalised approach.

ADMISSION AND INDUCTION ARRANGEMENTS FOR CHILDREN WITH SEN

St Joseph’s Catholic Primary School follows the admission criteria of Camden Children and Families (in line with the Equality Act 2010) and gives priority to pupils who have a Statement of SEN or ECH Plan, and to Looked after Children. Parents and carers are always encouraged to visit the School in order to assess its suitability for their child’s needs. You can view our Admissions Policy on our website.

<http://www.stjosephs.camden.sch.uk/Policies>

St Joseph’s Catholic School Transition Procedures	
Admission Procedure	<ul style="list-style-type: none"> • Tour of the school with parent/Inclusion Governor • Meeting with Inclusion Leader to discuss provision/ transition • If your child has a statement of SEN or EHC plan then you will need to contact the SEN team on 02079746500. • Children with a statement or EHC plan that specifies the school as the placement school will be allocated a place through a separate procedure, in accordance with the special educational needs code of practice. <p><i>See Admission policy for full details-</i> http://www.stjosephs.camden.sch.uk/Policies</p>

<p>Transition to the EYFS</p>	<ul style="list-style-type: none"> • Meeting for parents/carers with the Inclusion Leader and class teacher to discuss transition • Early Years Leader contacts pre-school settings to discuss children's needs and provision • Visit to pre-school setting to visit the child • Meeting with the Early Years Leader and Inclusion Leader • Children invited in for 'transition days' • Social story sent home with pictures of the child's new classroom and teachers • Home visits take place in the Autumn Term • Home school agreement signed and agreed • Children start part-time until they are settled • Child with SEN will start EYFS first so that staff can spend more focused time with them. <p><i>See EYFS policy for full details-</i></p> <p>http://www.stjosephs.camden.sch.uk/Policies</p>
<p>Transition to KS1 and KS2</p>	<ul style="list-style-type: none"> • Meeting for parents/carers with the Inclusion Leader and class teacher to discuss transition • Children invited in for 'transition days' • Inclusion Leader contacts school settings to discuss the child's needs and provision • Social story sent home with pictures of the child's new classroom and teachers
<p>Transition from KS2 to KS3</p>	<ul style="list-style-type: none"> • Regular meetings to support with secondary transition. • 'Transition day' at the new school • Inclusion Leader discusses transition with the new school • Key worker visits St Joseph's • Team around the child meeting takes place to discuss provision and strategies to support • Intervention to support with organisation, reading timetables and maps and making friends (CLCS)

IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SEN

Identification of SEN

At St Joseph's we place great importance on the early identification of children with SEN and see the need for early intervention. We have a clear pathway (See Appendix A) in place that helps us to identify children to ensure that the school can plan personalised provision. We ensure that we work in collaboration with parents and carers through every stage of the process.

Early Identification and Assessment on Entry

When a child starts St Joseph's we gather as much information from any previous settings and from parents and carers if they have any concerns of SEN. Every child is assessed during their first term through work scrutiny, informal observations and pupil voice.

Initial Concerns

At any time, teachers, parents and carers, the Inclusion Leader and the Senior Leadership Team may raise concerns that a child is not making expected progress, and a plan of support will be put in place.

Class Based Intervention

If a child is not making enough progress the teacher will plan for further differentiated support within class. This may be further practical learning resources, increased visuals or further intervention in class. This is monitored by the teaching staff and reviewed half termly.

Meeting with the Inclusion Leader/ SLT

If a child is still not making enough progress then teaching staff will meet with a member of the SLT to discuss further support. This may be support from an outside professional, a targeted intervention or further differentiated support in class.

Targeted Interventions

Some children may need a further targeted intervention in either a small group or 1:1 with an adult. At St Joseph's there are a number of research-based interventions used to support children with maths, literacy and social and emotional difficulties. Where specific interventions are used, the child's progress will be measured within a given time-span.

Making a Referral

If a child requires additional support from an outside agency a referral may be made with the consent of the child's parent/carer. St Joseph's works with a number of specialists including:

- Educational Psychologists
- Camden Language and Communication Service
- Occupational Therapists
- Pupil Learning Support Service
- The CAMHS Team

SEN Support

A child's needs are categorised as 'SEN Support' when the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions. In some cases a child's SEN may be immediately identified, or may be identified following the school's 'Pathway to identify SEN' (Appendix A)

The decision to identify a child as 'SEN Support' is agreed with parents and carers. Provision for children identified as 'SEN Support' is overseen and coordinated by the Inclusion Leader. The child has their own plan that is reviewed termly by the parents and carers, teachers and Inclusion Leader.

If a child has made significant progress and their needs can be met within the normal educational provision, the Inclusion Leader, in consultation with teaching staff and the parents and carers, may remove the child from the SEN profile.

Education, Health, Care Plan (EHC plan)

If a child's needs cannot be met at 'SEN support' an assessment may be done for the child to have an EHC plan. An Education, Health and Care plan is a statutory document that may follow a child up until the age of 25 years and sets out clearly what their needs are, what support is necessary to meet their needs, and the expected outcome of the support.

Support may include:

- Additional support from a 1:1 Teaching Assistant
- The provision of specialist equipment or regular intervention from outside agencies such as Speech Therapists
- Transport support

If a child is to be assessed for an EHC plan, the Inclusion Leader will work closely with parents and carers and children to explain the process and gather their views. The school will work alongside outside specialists where appropriate to carry out assessments for reports for the application. These, along with other evidence, will be submitted to a panel who decide whether to proceed with an EHC plan.

The Code of Practice states:

'In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs and disabilities of the child or young person, the child or young person has not made expected progress'

For further information see (<http://www.localoffer.camden.gov.uk>)

PROVISION FOR CHILDREN WITH SEN

All staff at St Joseph's share responsibility for the quality of provision for children with SEN. The Inclusion Leader leads on the day-to-day operation of our SEN provision, working with teachers and support staff to provide effective teaching and support for children with SEN in a variety of ways. These include:

- Carefully differentiated planning which ensures that all children make at least good progress
- Supporting the Class Teacher to take full responsibility for the learning and progress of all children
- Using a wide variety of teaching approaches
- Providing visual support material
- Providing a stimulating, rich and interactive classroom environment
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Using our marking policy to make sure that children know how to improve their work
- Providing additional adult support from well trained and well supervised Teaching Assistants
- Making available specialist equipment and digital /assistive technology to support access and participation in learning.

SEN funding

Like all mainstream schools, we have up to £6,000 from our SEN budget to spend on each child who needs extra support to make progress. The Inclusion Leader works alongside the Executive Head Teacher to organise and plan the amount of additional in-class and external specialist support required by pupils at the level of 'SEN Support'. Pupils at 'SEN Support' level are funded by a combination of the existing budget and the School's notional SEN budget.

Depending on need and if the evidence supports it, the Local Authority will make additional 'top up' funding available from what is called the 'High Needs Block'. The 'High Needs Block' is money that the Local Authority will give a school when it is agreed that the child's needs cannot be met within a school's resources. The 'High Needs Block' is money held by the Local Authority to support more complex special educational needs. This funding may be spent in a number of ways such as:

- One-to-one support from a Teaching Assistant;
- Teaching support on a weekly basis;
- Transport support;
- The provision of specialist equipment or advice from outside agencies such as Speech Therapists or Occupational Therapists.

EVALUATING THE EFFECTIVENESS OF PROVISION FOR CHILDREN WITH SEN

The Inclusion Leader, alongside the Senior Leadership Team, monitors the provision for children with SEN on a day to day basis. Monitoring procedures include;

- Classroom observations
- Learning walks
- Book scrutiny
- Attendance analysis
- Data analysis
- Intervention monitoring
- Pupil voice
- Parental feedback
- Performance management of teachers and support staff

The Inclusion Governor meets formally with the Inclusion Leader once a term and reports back to the Governing Body every term on the effectiveness of provision for children with SEN.

ASSESSING AND REVIEWING THE PROGRESS OF CHILDREN WITH SEN

All children are regularly assessed and closely monitored against the new National Curriculum objectives and against their personal targets.

Plan

All children with SEN have a personal plan (Appendix B); we use a variety of approaches. When the child's needs have been assessed, the Inclusion Leader and Class Teacher meet the parents and carers to agree a plan. Long-term outcomes for the end of the year and short-term outcomes for the end of the term are discussed and agreed. The targets focus on the most important areas of need for the child and the plan describes how school, outside professionals (where appropriate), and home will support the child to achieve these targets.

Do

All staff working with children with SEN have a responsibility of ensuring strategies are in place to enable the child to meet their targets.

Review

Termly meetings are held to review each child's plan and identify new targets and support; this may be done in conjunction with specialist professionals.

Children with a statement of SEN or EHC plan have an additional review annually. This review takes place with home, school and professionals who support the child.

EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN WITH SEN

To ensure that children with special educational needs are well supported and achieve their full potential we have a strong commitment to developing the expertise of all teaching and support staff: The Inclusion Leader alongside the Senior Leadership Team identifies and prioritises the training needs of individual staff and arranges in-service training for whole school staff.

Training Includes:

- training to develop an awareness of the different special educational needs and disabilities of children in our school
- training to support planning and teaching/supporting lessons which meet the needs of all children

- training to develop an understanding of the social and emotional needs of children with SEN/D
- a whole staff briefing on the procedures set out in our SEN policy
- training for all of our Teaching Assistants who are working with children with particular SEN.
- specialist training for Teachers and Teaching Assistants who support children with the most complex needs, e.g. Autism and Downs Syndrome.
- training for staff new to the school on holding “listening conversations” with parents and carers.
- Members of our SEN team attend training sessions run by national and local organisations.

HOW WE LISTEN AND RESPOND TO CHILDREN AND YOUNG PEOPLE WITH SEN

We know that the only way we can really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those who are most vulnerable. We make sure that we listen to children at St Joseph’s and respond to what they say in a number of ways, including:

- encouraging children to express any worries or concerns that they have; giving children the right to choose a preferred adult to talk to.
- Class Teachers meet formally for a conferencing session with each child every term to as part of our Structured Conversations. They discuss how the child feels they are progressing against their previous targets and work together to set individual targets for the next term.
- encouraging children to respond to feedback given through developmental marking
- making sure that our School Council is inclusive and represents the whole of our school community

HOW WE WORK IN PARTNERSHIP WITH PARENTS AND CARERS

At St Joseph’s we believe the active involvement of parents/carers in supporting the education of their child is one of **the most important factors** in ensuring a child’s success and achievement. Parents are the first educators of their child and that we need their knowledge to plan effectively. We work in partnership with parents and carers in the following ways:

- Parent workshops to support with the curriculum.

- Termly Structured Conversations which place parents and carers at the heart of the decision-making process about their child. We work with parents to plan and implement targets.
- Each child with a statement or EHC plan has their own Wiki. A Wiki is an on-line, interactive website that both home and school can access and update with information about how to support the child and with pictures, videos and comments to share and celebrate the child's achievements.

COMPLAINTS

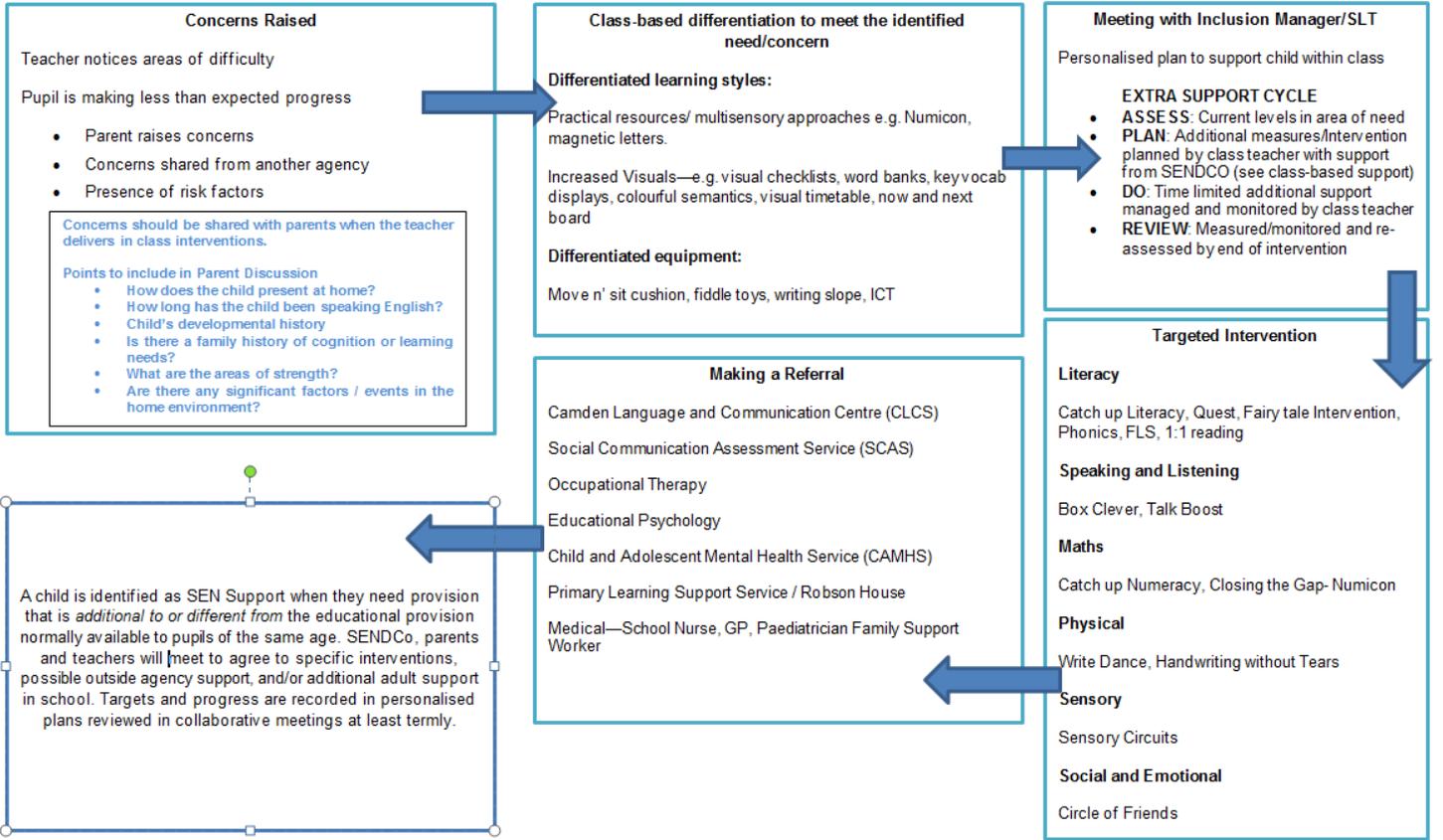
At St Joseph's Catholic Primary School, we are responsive to any expressions of concern made by parents and try to resolve concerns amicably. Parents who have a complaint about any aspect of SEN should initially contact the Inclusion Leader to organise a meeting. If the matter remains unresolved then the school's Complaints Procedure Policy outlines the school's clear process for looking into and following up a complaint.

See Complaints Procedure for full details- <http://www.stjosephs.camden.sch.uk/Policies>

‘Pathway to identify SEND’ (Appendix A)



A pathway to show how we identify children with SEND and support their needs



My plan and Structured Conversation (Appendix B)



My Plan



How to help me with my learning

Other important information

All about me

My Targets

Things I like

Things I don't like



Child:		Year: 2014-15			Term:	
Date Plan devised:		Planned by:		Plan reviewed by:		
Term	Targets	Strategies/provision:		Personnel/resources:	Outcome at review:	
Literacy Reading Writing Speaking & Listening						
Maths						
PSED (Personal, Social & Emotional Development)						
Work habits	Needs attention	Satisfactory	Good	Outstanding	Parents' Views	
Effort					Ambitions for their future:	
Behaviour					Any additional comments:	
Signed:	Miss Stewart (Class teacher)				(Parent/Carer)	