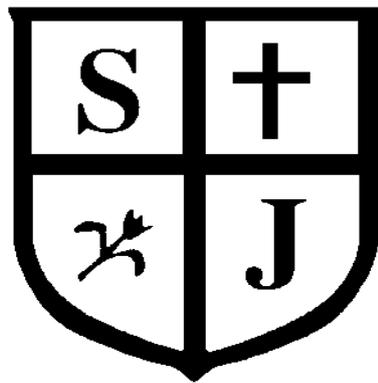


# **St Joseph the Worker Catholic Primary School**



## **SEND Policy**

**(updated October 2020)**

**"A loving Christian family, striving to  
achieve excellence"**

## **SPECIAL EDUCATIONAL NEEDS POLICY FOR ST JOSEPH THE WORKER CATHOLIC PRIMARY SCHOOL**

**“A loving Christian family, striving to achieve excellence.”**

### **Introduction**

This document is a statement of the aims, principles and strategies for the provision for children with Special Educational Needs & Disabilities at St Joseph the Worker Catholic Primary School.

We believe that all our children have a right to a broad and balanced curriculum and that children with special needs can learn and make good progress.

We believe that children with Special Needs deserve compensatory resources of time and money to meet their needs and that all teachers in our schools are teachers of children with special needs.

However, as a consequence of the changes in funding arrangements for children with SEND in Knowsley, parents must be aware that provision will be managed with reference to all children on the SEND Register.

LA Guidelines/Local Offer and the SEND Code of Practice have been taken into consideration in the formulation of this policy.

This policy was reviewed and updated in October 2020. This policy will be reviewed annually and agreed by the headteacher and by governors through governors meetings.

### **Aims**

- To identify all children who need special consideration to support their:
  - Communication and interaction
  - Cognition and learning
  - Sensory and/or physical needs
  - Social, emotional and mental health difficulties
- To ensure that these children are immediately given appropriate support to allow every child full access to the EYFS and National Curriculum.
- To ensure that these children are fully integrated into all activities of the school where appropriate.
- To involve parents and children in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

## **Areas of Need**

The SEND Code of Practice (2014) categorises SEND into 4 broad areas of need.

- Communication and Interaction
- Cognition And Learning
- Social Emotional and Mental Health Difficulties (SEMH)
- Sensory and Physical Needs

## **Communication and Interaction Needs**

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may include having difficulty saying what they want to, understanding what is being said to them, or they do not understand, or use social forms of communication. Children may experience one or all of the above difficulties.

Children with ASC, including Aspergers Syndrome are likely to experience difficulties with social interaction

## **To meet the needs of pupils with Communication and Interaction Difficulties**

All pupils will have a provision plan individualised to meet their specific needs.

Strategies to meet the needs of pupils include;

- PECS
- Makaton
- Communication books
- Intervention Programmes (I Can/Talkboost)
- SALT targeted work (including Chatty Therapy)
- Social Communication/Interaction intervention groups
- Lego Therapy

## **Useful Links**

I CAN – The childrens communication charity [www.lcan.org.uk](http://www.lcan.org.uk)

## **Cognition and Learning**

A child may require support if they are learning at a slower pace in comparison with their peers, even when their work is differentiated. Learning difficulties covers a wide range of need including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and have needs related to mobility and communication.

Specific learning difficulties (SPLD) affect one or more specific aspects of learning and includes a range of conditions including dyslexia, dyscalculia and dyspraxia.

## **To meet the needs of pupils with Cognition and Learning Difficulties**

All pupils will have a provision plan individualised to meet their specific needs.

Strategies to meet the needs of pupils include;

- Precision Teaching
- Weekly Support from Learning Support Teacher
- Individual and small group intervention programmes (literacy and numeracy)
- Coloured Paper /covers for reading (SPLD)

- Children who are not yet ready to access the national Curriculum will work on an individualised curriculum linked to P Scales.

### **Useful Links**

Dyslexia SpLD Trust [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)

### **Social Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn and isolated as well as displaying challenging and disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health issue such as anxiety or depression, self harming, eating disorders or medical symptoms that are simply unexplained.

Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder or be diagnosed with Autistic Spectrum Condition (ASC).

### **To meet the needs of pupils with SEMH**

All pupils will have a provision plan individualised to meet their specific needs. Strategies to meet the needs of pupils include;

- Learning Mentor support
- Working with other agencies to follow specialist recommendations, for example CAMHS, Behaviour Outreach Team.
- Kooth Counselling
- Butterflies bereavement support
- Social Skills Intervention Programmes

### **Useful Links**

- School Mental Health Policy
- School Behaviour Policy
- Autism Education Trust [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

### **Sensory/Physical Needs**

Many children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or sensory processing difficulties will require specialist support and/or equipment to access their learning or habilitation support.

Some children with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers.

### **To meet the needs of pupils with Sensory/Physical needs**

All pupils will have a provision plan individualised to meet their specific needs. Strategies to meet the needs of pupils include;

- Sensory circuits/breaks throughout the day
- In-sync Programme
- Sensory Diets
- Hearing loop system in classrooms.
- Liaison with OT, physiotherapy and sensory impaired served to work on set targets.

### **Useful Links**

- School Accessibility Policy (School Website)
- National Sensory Impairment Partnership [www.natsip.org.uk](http://www.natsip.org.uk)
- Reasonable Adjustments for Disabled Pupils (2012)  
<http://tinyurl.com/EAreasonable-adjustments>

### **Outside Sources of Support**

Knowsley Central School provides in-school support for one day per week. They can also provide the schools with a variety of printed materials and games for children with SEND.

Support Teachers	-	E Howard
Educational Psychologist	-	L Basson

Other agencies giving support in meeting the needs of specific children:-

School Nurse  
 Young Carers  
 Educational Psychologist  
 ASC Specialist teachers  
 Social Services  
 Educational Welfare Services  
 CAMHS  
 Occupational Therapy  
 Family First  
 Continence Team  
 Physiotherapy  
 Speech and Language Therapy  
 Community Paediatrics  
 Changing Lives  
 Health Visitors  
 Inclusion Support Workers  
 Butterfly's Counselling  
 Early Help Team  
 KOOTH

### **The Local Offer**

Every council is required to publish a detailed directory of what local support is available for pupils with Special Educational Needs. This is called the local offer. To view the Local Offer for Knowsley please use the following link

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

### **Medical Needs**

Depending on the nature of the medical condition the school will make personalised arrangements for children with medical conditions in regards to the statutory guidance Supporting Pupils at School with Medical Conditions. An individualised

healthcare plan will be devised and will specify the type and level of support required to meet the needs of the pupil. If a child has a medical condition in addition to SEND, provision is planned and delivered in relation to the healthcare plan.

### **Useful Links**

- Supporting Pupils with Medical Conditions  
<http://tinyurl.com/ManagingMedicines.2014>

### **Provision for Curriculum Access**

- Teaching of SEND pupils is primarily in mainstream classes.
- If a child is not ready to assess the National Curriculum they will work on 'P' scales. All children have access to the National Curriculum and Development Matters in the Foundation Stage. Differentiation takes place where appropriate. Those children who are withdrawn for extra support are not deprived of any aspect of the National Curriculum. In class SEND children's work is linked with their Personal Provision Plans during appropriate lessons, where they receive support from Teaching Assistants. If timing means SEND children are withdrawn during the teaching of another subject the class teacher will provide access to the work missed on their return. Class teachers have copies of each child's PPP and copies are in the children's personal files and in the class SEND file.
- All pupils with SEND are encouraged to join with other pupils in all activities, unless advised against for medical reasons.
- The learning environment is adapted to enable SEND pupils to access the curriculum. For example, workstations, now and next boards, visual timetables, emotions thermometers and task analysis sheets.

### **Responsibilities**

The designated person having responsibility for SEND is Mrs J Ryan, Headteacher of St Joseph the Worker Catholic Primary School.

The Governor with special responsibility is Mrs J Staunton.

SEND Co-ordinator is Mrs S Sisk.

### **SEND Specialism**

Mrs Sisk and Mrs Ryan have completed the National Award for SEND co-ordination. In addition Mrs Sisk has a qualification in Sign Along level 1. Mrs Sisk attends local and national SENDCO conferences. Mrs Sisk has also completed training in Dyslexia, ASC and ADHD She also attends half-termly SENDCO meetings, and annual inclusion conferences. The training has supported her in leading the development of the Code of Practice.

Mrs Yates (Learning Mentor) has experience working with children with a range of learning difficulties.

### **Role of SENDCO**

- Co-ordinate provision for children with SEND.
- To keep up to date with current legislation and documentation and to keep staff informed.
- To ensure all relevant documentation is kept as required by the Special Needs & Disabilities Code of Practice as well as a register of all children with special needs in the school.
- To liaise with colleagues.
- To liaise with all relevant agencies and Support Services.
- To work with the support teachers provided by the Knowsley Central School, ensuring that the support is targeted to the appropriate pupils.
- To monitor teaching of SEND and use of Personal Provision Plans (PPPs) in the classroom.
- CPD of support staff through performance management.
- Monitor SEND progress.
- To initiate Early Help assessments and review meetings.

### **The Role of the SEND Governor**

- Meet with the SENDCO to discuss SEND provision and its impact upon the school and individual pupils.
- To take the opportunity to receive training in the area of SEND that is offered to them.
- To familiarise themselves with relevant national and local procedures relating to SEND.

### **The Role of the Headteacher**

- To ensure the SENDCO has sufficient time and professional support to carry out the role effectively.
- To liaise with the SENDCO regarding provision for pupils with SEND
- To regularly review and monitor the management of the schools SEND Policy and procedures.

### **The Role of the Classteacher**

- To differentiate the day to day planning and management of the curriculum for all pupils including pupils with SEND and teaching assistants.
- Ensure Personal Provision Plan targets are incorporated into planning.
- Monitor the progress of SEND pupils and provide information to the SENDCO about achievements and attainment.
- Report concerns about pupils needs to the SENDCO.
- Provide information and reports for pupil reviews and to other agencies who may support a child.

### **The Role of the Teaching Assistant**

- To contribute to the planning of lessons and interventions

- To contribute the review of a child's personal provision plan
- To be provided with time to prepare resources for individual pupils.

### **The Role of Parents**

- To attend meetings with the class teacher, SENDCO and other agencies to discuss the child's progress and ways forward.
- To follow advice and strategies devised for home by the school or outside agencies.
- To inform the school of any changes in circumstances relating to the child's needs.

### **In-Service Training**

- The Special Needs Co-ordinator is released to attend courses, meetings and in-service training.
- The SENDCO attends regular SENDCO meetings. These meetings provide on going training with visiting professionals in areas of concern including - Assessment/Testing, Dyslexia and Attention Deficit Hyperactivity Disorder.
- Where specific training needs are identified through performance management, the SENDCO will liaise with the relevant agencies to access appropriate support for staff.

### **Special Facilities**

St Joseph the Worker Catholic Primary School has ramps and toilet facilities to accommodate children with physical difficulties e.g. wheelchair access. Most classrooms are carpeted to accommodate children with auditory difficulties. Please refer to the schools accessibility plan which is available on the schools website.

### **Funding**

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. The first 12 hours of each EHC Plan is funded out of the school's budget. The remaining hours are funded by the LA through their High Level needs budget.

St Joseph the Worker Catholic Primary School has a Service Level Agreement with Knowsley Central School to provide support for children with Moderate Learning difficulties and Specific Learning Difficulties. At present Knowsley Central School provides advice and support for these children for the equivalent of one day per week.

St Joseph the Worker RC Primary School aims to use this funding to provide non-contact time of 2 days per week week to enable staff to fulfil their duties under the Code of Practice.

**Admission Arrangements** for children with special Educational Needs are in accordance with the New Code of Practice and as stated in the Knowsley Primary Education Admissions brochure.

### **Identification, Assessment and Review Arrangements include:**

- Early identification. We aim to identify most special needs within pupils first year of entering school or nursery or as needs develop throughout their school life.
- The commitment of all class teachers to make an initial response to a child's needs, calling upon other staff, the SENDCO or the Head Teacher for support where necessary.
- The use of set forms to record identification of concern and planned action strategies at SEND support.
- The conduct of procedures for identification, assessment and review in accordance with the Code of Practice following the recommended 4 stage approach: assess, plan, do, review.

### **Assess**

- The class teacher will liaise with the SENDCO to carry out a clear analysis of the pupils needs based on teacher assessment, observations, prior progress and experience of the pupil.
- Assessment will be reviewed regularly, termly through pupil progress meetings and meetings with parents. In the Early Years assessment will be reviewed every six weeks.
- Outside professionals from health, social services who are already involved with the child will be requested to liaise with the school to help inform the assessment process.
- Parents will be informed and consulted throughout the assessment process.

### **Plan**

- After assessment, if it is decided that a child requires SEND Support, parents will be formally notified and invited into school for a meeting. The classteacher and SENDCO will agree with parents and pupils (where appropriate) the intentions, adjustments and support that will be put in place.
- All staff who work with the child will be made aware of the child's needs, their targets, strategies and interventions through meetings and one page profiles. A review date will also be set to review progress. This information will be recorded on the schools information system (CPOMS).
- Parents will be informed of how they can support their child with their targets at home.

### **Do**

- The classteacher will work closely with the child and support staff to deliver the focused support and interventions put in place, linked to whole class teaching whenever possible.

### **Review**

- The impact and quality of support and interventions should be evaluated along with the views of the child (whenever possible) and their parents. Through termly pupil progress meetings, meeting with parents and SEND reviews the classteacher and SENDCO will review the support in light of the pupils progress and development, deciding on any changes to the support and outcomes.
- Parents will receive clear information about the impact of support and interventions provided during termly meetings.
- If a pupil has an EHCP their progress will be reviewed biannually.

### **Transition from class to class and Key Stage to Key Stage**

Discussion takes place regarding the children on the register, their needs and individual programmes of work. In all year groups all relevant documentation and resources are transferred with the child to the next class.

All Year 6 SEND children are reviewed in their final term and all documentation requested from the LA transferred to their Secondary Schools.

SENDCO from their future Secondary School is invited to attend the final SEND support and EHCP reviews.

SENDCOs from Secondary School are also invited to meet to discuss in the Summer term all relevant information to ensure transition is as smooth as possible. Transition arrangements vary depending on the level and specific needs of the child, and certain children will require a more structured and extended transition period than others.

### **Records**

SEND children at each wave of the Code of Practice, plus SEND Registers are kept in locking metal filing cabinets, keys being held by the Headteachers and SEND Co-ordinator.

### **Resources**

Each class has its own individual resources to support SEND children's learning and access to a Central Resource Area (Learning Mentor's room) for the specific use of SEND children in their withdrawal groups and in their classrooms.

### **Evaluating Success of Policy**

The school's SEND Policy will be achieving its aims if :-

- All special educational needs are identified promptly and addressed immediately by the appropriate application of a graduated response.

- The targets set for PPP's are achieved in the majority of cases.
- There is fluid movement of individual children between waves of support where appropriate.
- No child is exempted from the National Curriculum or EYFS Development Matters.
- Parents have full confidence in the school's procedures and express satisfaction with the outcome for their children.
- All staff are fully committed to the school policy.

The success of the policy will be measured by the Headteacher and Governing Body.

### **Complaints**

If a parent of an SEND child is not satisfied with the provision made for that child, the parent can seek an appointment with the child's class teacher and/or the SEND Co-ordinator. If the parent is still not satisfied, after consultation with the above, the parent must make an appointment to see the Headteacher who may seek to discuss this with the Governing Body. If still not satisfied, the parent can contact the Knowsley Local Authority.