

St Joseph's Catholic Primary School

Mater Christi Multi Academy Trust
Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community and MAT, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

SEND Policy

Written by:	Date reviewed:	Approved by:	Date for next review:
N. Dodd	September 2024		September 2025

Contents Page

<u>Information</u>	<u>Page</u>
Introduction- definition, legislation and guidance	3
1. Our intent	4
2. The graduated approach to SEN	4-5
3. Admissions	6
4. Resources, including external agency support	6-7
5. Staff training	7
6. Parent partnerships	7-8
7. SENCO roles and responsibilities	8
8. Head Teacher and Governor roles and responsibilities	9
9. Teaching and support staff roles and responsibilities	9
10. Monitoring arrangements	9
11. Links with other policies and documents	10

Introduction- definition, legislation and guidance

Welcome to our Special Educational Needs (SEN) policy. At St. Joseph's, we support pupils across the four areas of need as laid out in the SEND Code of Practice (2014). The four areas are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Needs are identified in order to ascertain what action the school needs to take, not to fit children into a category.

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. The SEND Code of Practice (2014) defines a child or young person as having a learning difficulty or disability, if they have:

- *'a significantly greater difficulty in learning than the majority of others of the same age' or;*
- *'a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ⇒ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- ⇒ [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

If you would like to speak to a member of staff about SEND, please contact one of the following:

- Nicole Dodd (SENCO) n.dodd@st-josephs-lancaster.lancs.sch.uk
- Rachael Griffiths (Head Teacher) headteacher@st-josephs-lancaster.lancs.sch.uk
- Norah Mercer (SEN Governor)

1. Our intent

At St. Joseph's we are committed to quality education encouraging each pupil to develop his or her potential in a caring, friendly and secure environment. We aim to instil confidence in our children so they can overcome their barriers to learning and enjoy their time as part of our school family.

To achieve this, we have a rigorous system in place using SMART targets that track the children's development of the whole child, (including social, physical, intellectual, cultural and moral development), so that the gap is narrowed between those with SEND and those without.

We strive to ensure all staff are confident in planning and delivering quality first teaching, using rich provision in-line with the Local Offer. To support colleagues, we inform staff of relevant and up-to-date training, which allows a child's SEND to be identified early.

There is an open-door policy, and we work in partnership with staff, parents and outside agencies, so that there is clear communication regarding children's welfare between all involved. We hope to raise the aspirations and expectations of all our pupils with SEND so that there are equal opportunities for them to be the best that they can be.

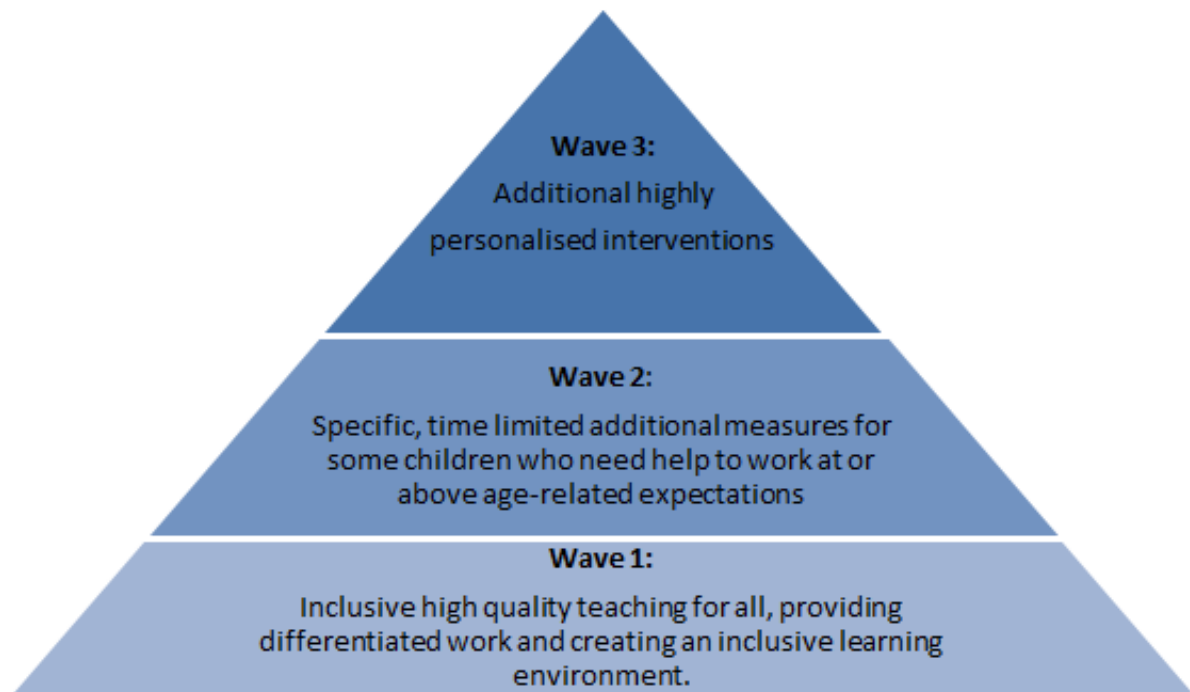
2. The graduated approach to SEN

Children may have a special educational need at different times in their school life and there may be lots of reasons why this can occur e.g. absences from school or a change in school setting. For those children who are identified as having a SEND, we will provide support that is additional to or different from the differentiated approaches, and learning arrangements, normally provided as part of high-quality teaching.

The intent of the provision will be to overcome the barrier(s) to learning and covers all 3 waves of intervention (please refer to the model below). Provision will be recorded in the child's individual provision map termly. This individual provision map follows the pupil throughout each year group to create an in-depth picture of the pupil's journey at school.

At St. Joseph's, we operate an assess, plan, do and review policy with the children who are on the SEND register. The Code of Practice (2014) refers to this as the graduated approach. Every half term, we assess all learning, interventions and Individual Education Plans (IEPs) (for those on Wave 3 support) to monitor progress and impact upon a child's learning. We create new IEPs and plan relevant interventions, which we 'do' and then 'review'.

Below are the waves of intervention model:



Within class, teachers will use various strategies to adapt access to the curriculum. Our Quality First Teaching (QFT) promise includes:

- Flexible routines
- Differentiation
- Modelling e.g. language and positive relationships
- Visual timetables
- Writing frames
- I-pads, laptops, or other alternative recording devices
- Positive relationships policy (please see website for further details)
- Practical apparatus and resources
- Independence e.g. responsibilities
- Multi-sensory learning
- Outdoor learning

The pastoral team provide interventions for those children who have a Social, Emotional or Mental Health need, to support them with overcoming their barriers to learning. Some children will also have support from outside agencies, such as Barnados and Child Action North West.

If a child requires more support than is available, an Education, Health and Care (EHC) plan request can be made. More information on this can be found at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/> If an EHC Plan is issued, they will be reviewed annually.

3. Admissions

Pupils with special educational needs will be admitted to St. Joseph's in line with the school's admissions' policy. We are aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use our induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs.

If we are alerted to the fact that a child may have a difficulty in learning, we will make our best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

4. Resources, including external agency support

At St. Joseph's, we provide a variety of interventions throughout the different year groups including:

- IDL for Literacy and Numeracy
- Wellcomm speech and language resources
- EAL interventions based upon the NASSEA EAL assessment framework
- Talkboost
- Talk About
- Rainbows
- Lego based therapy
- Nurture Group
- Play therapy
- Kid Safe
- Lifeboat
- Precision teaching
- Curriculum based groups e.g. reading, writing and maths
- IEP interventions that focus on PIVATs

All interventions are monitored and assessed for their impact on a pupil's learning by the Class Teacher and the Senior Leadership Team.

The school also works in close contact with the following, to offer additional support for those pupils with SEND:

- Lancashire SEND traded services
- Speech and Language Therapy
- School nurse
- Physiotherapy
- Educational Psychologists
- Ross Centre (CAMHS)
- Lancashire Ethnic Minority/Gypsy, Roma & Traveller Achievement Service

- Children, Family and Well-being services (CFW)
- Local children's centres
- Inclusion Hub
- Other schools in the area e.g. Stepping Stones and The Lloyne

If there is a child joining our school family, who has needs that we have not previously supported, then the SENCO and Head Teacher would decide what resources or training would be needed to support the child.

The SENCO regularly attends Continued Professional Development opportunities and SEN cluster meetings so that any new initiatives regarding SEND can be implemented successfully to support pupils further.

5. Staff training

All our teachers are qualified and are given opportunities for professional development. Every year the SENCO conducts a staff questionnaire to determine where training and expertise is required. The SENCO is then responsible for organising relevant training and support. A record of all SEND related professional development is kept by the SENCO and recorded on the whole school provision map.

The SENCO completed the National Award for SEN Co-ordination qualification in 2022 and regularly attends SEN cluster meetings for continual professional development.

If there is a child joining our school family, who has needs that we have not previously supported, then the SENCO and Head Teacher would decide what resources or training would be needed to support the child.

6. Parent partnership

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

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and disability, the special educational needs and disability information

report, School's Local Offer including the arrangements made for children in our school with special educational needs and disability.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of their child, who has been identified as having SEN. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCO through messaging on Class Dojo, making a phone call or using the school email address: n.dodd@st-josephs-lancaster.lancs.sch.uk

7. SENCO roles and responsibilities

St. Joseph's SENCO is Nicole Dodd, who has gained the National Award for SEN Co-ordination qualification in 2022.

Her roles and responsibilities include, but are not limited to:

- ⇒ Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- ⇒ Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ⇒ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- ⇒ Advise on the graduated approach to providing SEN support
- ⇒ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ⇒ Be the point of contact for external agencies, especially the local authority and its support services
- ⇒ Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ⇒ Ensure the school keeps the records of all pupils with SEN up to date

8. Head Teacher and Governor roles and responsibilities

The SEN governor will:

- ⇒ Help to raise awareness of SEN issues at governing board meetings
- ⇒ Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- ⇒ Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- ⇒ The headteacher will:
 - ⇒ Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
 - ⇒ Have overall responsibility for the provision and progress of learners with SEN and/or a disability

9. Teaching and support staff roles and responsibilities

Each class teacher is responsible for:

- ⇒ The progress and development of every pupil in their class
- ⇒ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ⇒ Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

All members of staff will:

- ⇒ Keep the SENCO fully informed of pupils' needs
- ⇒ Ensure they follow this SEN policy

10. Monitoring arrangements

This policy and the SEN information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. Then, it will be approved by the governing board.

11. Links with other policies and documents

Please see the following policies and documents that also link to SEND:

- SEN information report
- Accessibility Plan
- Admissions
- Positive Relationships
- Medical Conditions
- Equality and Diversity
- Complaints

You find and access information regarding SEND provision and the Lancashire County Council's Local Offer at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/>