

ST JOSEPH THE WORKER RC PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

REVIEWED APRIL 2018

Reviewed: **March 2018**

Date to be reviewed: **March 2021**

ST JOSEPH THE WORKER

SPECIAL EDUCATIONAL NEEDS POLICY

MISSION STATEMENT

“As God’s children, we learn, love, grow, inspire. Let your Light Shine!”

AIMS OF THE SCHOOL

To work together with families as the first educators of their children.

To create a happy Roman Catholic atmosphere in which everyone can develop spiritually, intellectually, emotionally, morally and physically.

To provide a safe, caring, stimulating environment which fosters respect, tolerance and acceptance of all people.

This school is committed to encouraging the children to develop into responsible members of the school community in preparation for their role as adult members of society.

To support all members of the school community in their faith journey.

DEFINITION – TAKEN FROM THE CHILDREN & FAMILIES ACT 2014

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which 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.

AIMS

To ensure that all children's needs are identified and appropriate action taken as early as possible.

To ensure that differentiated planning is carried out for these children.

To ensure that their progress is regularly monitored and evaluated.

To ensure that all children are given access to full curriculum entitlement, and able to develop to their full potential.

To ensure staff support when possible.

To ensure that parents are fully informed and encouraged to be involved in their children's education.

OBJECTIVES

1. To set achievable and measurable targets – therefore promoting self-esteem and positive attitude to learning.
2. To use a variety of resources and teaching strategies appropriate to the needs of the child.
3. To work in partnership with parents, pupils and external agencies that may support the child.
4. To ensure that all staff are aware of the range of external agencies available to support them.
5. To raise awareness of the need for a whole school response to Special Education Needs and Disabilities.

EDUCATIONAL INCLUSION

To be included is to feel welcome, secure, stimulated and valued (Salford's SEN Inclusion Policy).

At St. Joseph the Worker we are committed to promoting the inclusion of children with SEN and/or disabilities in educational settings, respecting and valuing diversity and ensuring equal opportunities for all.

All teachers are responsible for the teaching and learning of children with SEND and for ensuring that their entitlement to a broad and balanced curriculum is fulfilled. Care will be taken to ensure as far as possible that SEN children enjoy exactly the same facilities as other children in all areas of the curriculum, and that every effort will be made to ensure that SEND children do not feel singled out or labelled.

We actively encourage quality first teaching with clear differentiation which will enable learning at the child's level and ability. For those children whom require additional support such as an intervention, then this is taken into careful consideration and discussed with parents about additional support outside of the classroom teaching environment and progress is always shared with parents and carers.

Additionally, for those children with an Education Health Care Plan, we strive to ensure a broad and balanced curriculum is well planned, modified and adapted as necessary so that they are supported in accessing this with support or through developing their independence and self-confidence.

For children whom have a Specific Learning Difficulty or require physical support with recording or accessing aspects of the curriculum, the SENCO will liaise with the class teacher to ensure that appropriate provisions and targets are put in place for the child to progress in line with their ability and follow strategies and advice that has been made available.

ROLES AND RESPONSIBILITIES

The current S.E.N governors is Miss Angela Murphy (Foundation)

The SEN Co-ordinator role is Mrs Jenny Dunn

It is the role of the governing body in co-operation with the Headteacher to determine the school's general policy and approach to provision for children with SEN establish the appropriate staffing and funding arrangements and maintain a general oversight to the school's work. It is the duty of the Governing Body to report at least annually to the parent body on the implementation of its policy for children with SEN.

The Special Needs Coordinator – SENCO

Following Statutory Guidelines taken from The Children and Families Act 2014(Clause 63)

there are prescribed qualifications and experience of SENCOs which must be adhered to by all schools which states:

The appropriate authority of a relevant school must ensure that the SENCO appointed under section 62(2) of the Children and Families Act 2014 meets all of the requirements in either paragraph (2) or (3).

(2) The requirements in this paragraph are that the SENCO—

3. (a) is a qualified teacher;

(b) If required to complete an induction period under regulations made under section 19 of the Teaching and Higher Education Act 1998, has satisfactorily completed such an induction period; and

(c) is working as a teacher at the school.

3) The requirement in this paragraph is that the SENCO is the head teacher or acting head teacher (or equivalent in the case of an Academy school) of the school and meets the requirements of regulations made under section 135 of the Education Act 2002 if required to do so.

(4) Where a person becomes the SENCO at a relevant school after 1st September 2009, and has not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, the appropriate authority of the school must ensure that, if the person is the SENCO at the school at any time after the third anniversary of the date on which that person becomes a SENCO, that person holds the qualification, mentioned in paragraph (5).

(5) The qualification referred to in paragraph (4) is the qualification for the time being known as “The National Award for Special Educational Needs Co-ordination”.

4. The appropriate authority of a relevant school must determine the role of the SENCO in relation to the leadership and management of the school and given appropriate authority functions relating to the leadership and management role of the SENCO

Appropriate authority functions relating to the key responsibilities of the SENCO

5. (1) The appropriate authority of a relevant school must determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities in a clear job description.

(2) The key responsibilities referred to in paragraph (1) may include the carrying out, or arranging for the carrying out, of the following tasks:

- (a) in relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent of the pupil that this may be the case as soon as is reasonably practicable;
- (b) in relation to each of the registered pupils who have special educational needs:
 - (i) identifying the pupils special educational needs,
 - (ii) co-ordinating the making of special educational provision for the pupil which meets those needs,
 - (iii) monitoring the effectiveness of any special educational provision made for the pupil,
 - (iv) securing relevant services for the pupil where necessary,
 - (v) ensuring that records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date,
 - (vi) liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made for those needs,
 - (vii) ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and
 - (viii) promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- (c) selecting, supervising and training learning support assistants who work with pupils with special educational needs;
- (d) advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
- (e) contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b);

The Equality Act 2010

The Equality Act 2010 is a key piece of legislation which we follow to ensure that all of the pupils at St Joseph the Worker RC Primary School are included and treated fairly, equally and with dignity and respect. We strive to provide all pupils with opportunities for learning and enjoyment where they can fulfil their potential and achieve.

Definition of disability 4.4 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

4.5 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

1.26 Any reference to a parent in the Act and in this guidance is a wide reference (as in education law generally) not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

4.1 As mentioned in Chapter 1, and as in previous equality legislation, the disability provisions in this Act are different from those for other protected characteristics in a number of ways. 4.2 The overriding principle of equality legislation is generally one of equal treatment - i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

The Equality Act 2010 replaces The Disability Discrimination Act 1995 and there are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.
- From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements/Education Health Care Plans or other sources.

Adjustments and Ancillary Resources

At St Joseph the Worker, we work very closely with other agencies and professionals to ensure that pupils in our school access the resources and provisions that are needed. We work in partnership with them to ensure that children have appropriate materials to support learning, mobility and access to the curriculum. Through implementation of a child's education, health care plan or support programme which links to their IEP or a professional's report and recommendations, school endeavour to provide materials which can enable a child to thrive, achieve and have access to the curriculum supporting their needs. In some cases, these may be funded by school for aids such as sensory resources, weighted jackets, laptops or computer resources. In other circumstances where significant expenditure or professional input and expertise is required, in the examples of wheelchairs, specialist computer resources, standing frames, we work with the LA, professionals and agencies to look at funding and ensuring that the child's needs are met through reasonable adjustments, responsibility of the other agencies and LA guidelines and policy.

4.13 The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties.

Auxiliary aids and services

4.14 The duty to provide auxiliary aids as part of the reasonable adjustment duty is a change for all schools from September 2012 and also extends to maintaining local authorities. 4.15 Many disabled children will have a SEN and may need auxiliary aids which are necessary as part of their SEN provision; in some circumstances as part of a formal SEN statement/EHCP.

These aids may be provided in the school under the SEN route, in which case there will be no need for the school to provide those aids as part of their reasonable adjustment duty.

4.16 Schools will have to consider whether to provide auxiliary aids as a reasonable adjustment for disabled children. This will particularly be the case where a disabled child does not have an SEN statement or where the statement does not provide the auxiliary aid or service.

4.17 There should be no assumption, however, that if an auxiliary aid is not provided under the SEN regime then it must be provided as a reasonable adjustment. Similarly, whilst schools and LAs are under the same reasonable adjustment duty, there should be no assumption that where it is unreasonable for a school to provide an auxiliary aid or service, for example on cost grounds, it would then be reasonable for the local authority to provide it. All decisions would depend on the facts of each individual case. The nature of the aid or service, and perhaps also the existence of local arrangements between schools and local authorities, will help to determine what would be reasonable for the school or the LA to provide.

4.22 In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments - e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school. Such a strategic and wider view of the school's approach to planning for disabled pupils will also link closely with its planning duties (covered in 4.21).

4.23 The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. It will be for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route).

4.24 Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to have to make an adjustment with a significant cost, than for a school with fewer resources. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

4.25 Often, though, effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and are therefore very likely to be reasonable for a school to have to make.

4.26 Schools generally will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable – for example, if a school put on a geology field trip which necessarily involved climbing and walking over rough ground and after fully considering alternatives to accommodate a disabled pupil in a wheelchair who could not take part it determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, it would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment

4.27 The reasonable adjustments duties on schools are intended to complement the accessibility planning duties (covered in 4.28 - 31) and the existing SEN statement provisions which are part of education legislation, under which local authorities have to provide auxiliary aids to pupils with a statement of special educational need.

We have a detailed accessibility plan and policy which has clear information on the practical adjustments, resources and facilities in which we provide for our pupils in relation to the physical layout of the school and accessibility to all areas of the school.

The role of the class teacher

As defined in the Children and Families Act 2014, Section 63: “All teachers are teachers of children with Special Educational Needs.”

At St Joseph the Worker, we recognise that there may be children in each class that have a Special Educational Need. We endeavour to ensure that all our children’s needs are met through quality first teaching, intervention, identified support programmes and additional resources which may be required to ensure the best possible outcomes can be achieved. On a daily basis, the role of the class teacher in regards to those pupils with SEN is:

- To identify children who are experiencing difficulty (refer to ‘definition’)
- To differentiate with the classroom, teaching styles and strategies to provide appropriate opportunities and resources which best suit their individual learning styles and needs.
- To work in partnership with teaching assistants and/or a learning mentor to ensure individual targets are being worked towards with the support and intervention that may be in place.
- To monitor and record the progress of the child as an ongoing process as part of teacher assessments
- To inform parents of area of concern and to seek support from them.

- To contribute to any multi-agency approach by implementation of support programmes, attendance at meetings, verbal or written progress updates to professionals or in partnership with the SENCO for the child's annual review.
- To set, review and monitor targets which are specific to the child's educational needs using the IEP – Three times per year.

Parents as Partners

All parents are informed if their child needs to be placed on the register. They are informed of areas of concern and the possible course of action. Information about outside agencies is also made available to them.

Parents are fully involved at every step of the way and updated on a regular basis. For those children with an EHC Plan, they have a daily communication book which is completed by a member of staff to give parents a more detailed update of their work and daily routine in school.

All parents are free to contact the school and discuss concerns as well as being involved in I.E.P's and reviews.

For pupils where there are multi agencies involved, complex issues or transition concerns, we hold summer meetings towards the end of the year where pupil's views, parents concerns and rates of progress and support are discussed. This is to ensure a smooth transition to the next year group. With the child's next class teacher attending, this gives parents chance to feel reassured, ask questions or find out information.

Throughout the year and in our everyday practices we strive to ensure strong communication is in place with the parents, families and pupils. The pupils with Education Health Care Plans have a daily communication book to enable parents and support staff to record what the child has done at school, any information from home and updates about visits in school. This is in addition to good verbal communication and phone calls home as and when necessary.

IDENTIFICATION, ASSESSMENT AND MONITORING

School records and ongoing individual teacher assessments provide evidence of a child's strengths and weaknesses. The Nursery and Reception children are assessed using baseline profiles and throughout the year using EYFS assessment tools. We identify some pupils with difficulties before entry into Nursery, as we have strong partnerships with our feeder settings, early help professionals and speech and language therapists. This early identification enables us to make adaptations to the classroom, staffing, support and routines that are in place before a child begins at the setting. We arrange pre-visits, extra visits where necessary and observations at the home and pre-school settings to provide

pupils and families with the support that is needed for the transition between the two settings and the additional demands of school.

For identification of a pupil's needs that are an existing pupil, we monitor their progress in line with age related expectation, observe strengths and difficulties in areas of need, carry out informal observations, close monitor, class based support and targets as well as liaison with parents to share concerns at opportunities such as parents evening. Should these concerns continue, we would draw them to the attention of the SEN Co-ordinator and seek advice and strategies from a range of relevant agencies to support the child. We keep the parents updated at each stage of the process and should we feel the need to escalate it through additional referrals or input from multi professionals.

Children in Year 1-6 are assessed three times a year using school assessment tests and teacher assessments. Children are also assessed using the Salford Sentence Reading Test to measure their reading age against chronological age, this is carried out three times per year.

These are also used as indicator tools in line with teacher judgements, knowledge of the child, partnership with parents and factors that may have affected or influenced a child's progress and ability to thrive.

At St Joseph the Worker RC Primary School, we pride ourselves on knowing our children and families. We take opportunities to listen to the families, embrace the wider family and their customs, share in the partnership of providing a child with an education and listening to our pupils needs. We use this in partnership with our ethos to embed a school of inclusivity, praise, support and achievement.

SEN Register

The register is updated three times a year in line with assessments and class teachers inform the SENCO about the children's progress and target achievement. The SENCO will then monitor this and subsequent interventions and outside agency involvement that is in place. If a child is working at well below age related expectations and accessing a range of school level or outside agency support and/or has a recognised SEN or Disability then they are placed on the school's SEN register. We recognise the individual circumstances and needs each child may have and use discretion in some areas e.g A child may require an IBP rather than IEP as their behaviour is a barrier to educational progress rather than a learning difficulty or delay.

In line with the Children and Families Act 2014, we recognise that there is a single piece of Statutory Guidance on SEN that reflects a 0 – 25 system, bring together pre and post 16 systems. We recognise that there is a new SEND Code of Practice and new requirements for LA's, health and care services to commission a service jointly for SEN and Disability. We also

recognise that there is a duty on health commissioners to deliver the agreed health elements of the EHC plans.

For our identified children whom are accessing support at the Support Intervention Bands A – C (SIB's) we will provide an IEP. (Individual Education Plan)

IEP's are designed to be child friendly and we use a teacher & child working together approach to discuss what the child feels they need more help with and how they can achieve this. Both handwritten and electronic copies are used by teachers to their preference.

IEPs are discussed with parents and copies at the start of each term. All IEPs and other documentation is kept in the class special needs file. This file is passed to the next class teacher at the end of the year. Staff should be aware that some of the information can be sensitive and should be kept in the teacher's planning folder and the child's SEN file for confidential purposes.

Support staff are given copies of the child's IEP as they are carrying out specific work which will aim to meet the targets.

Certain documents of an extremely sensitive nature e.g. Speech and Language reports, Hospital Reports are kept in the Head Teacher's Office in the child's SEN folder after they have been shared with the relevant people.

Intervention

There is a programme of interventions that are in place and tracked and monitored using the Costed Provision Map. This is completed termly and progress is monitored by tracking sheets and traffic light colours. We complete pre and post assessment task pieces which are used to measure progress.

Local Offer and School SEN Information Report

We have a comprehensive local offer and SEN Information report which is accessible via the school website and through hard copy via request which is for parents, carers and all stakeholders involved with the school. This information is updated annually or in line with relevant changes and statutory guidance. The local offer has details of all the available support and opportunities we have available at the school and a variety of agencies whom we may involve if we feel this would be in the child's best interest. There are also links to support groups such as the Salford Parent Partnership.

The SEN Information report provides further in depth detail about the care, education and support that is available and in place at the school.

Support Intervention Bands A –C

A – Up to £1999 of school support – Low level intervention and additional support resources needed either 1:1 for a short period of time or in a group.

B – Up to £3999 of school support – Where there is one multi-agency (External) involved and generally a recommended programme of support which is delivered in school usually on a 1:1 or small group basis.

C – Up to £5999 of school support – High level of support provided with a multi-agency team (2 or more) contributing programmes, advice and recommendations to best meet a child's needs. This is usually in line with various interventions and both 1:1 and group support opportunities.

Bands D – G – Require a Statement of Special Educational Needs/Education, Health, Care Plan as funding of topped up externally by the LA.

REFERRALS

For those children whom may require a referral to an external agency such as Speech and Language Therapy, Learner Support Service and the Educational Psychology team we complete these referrals based on evidence collected and professional judgements made by staff at school as well as external professionals involved. The SENCO will organise the referrals, which usually require additional information to be collected from the child's class teacher.

Parents are kept informed about any referral and copies of any referral forms are signed with their consent and given to parents after a clear explanation of why the referral is taking place.

BUDGET/RESOURCES

Budget allocation is provided for training purposes, SENCO release time and resources.

The SENCO will direct the budget for resources and class based support materials such as pencil grips, these are all purchased out of the school budget.

Additional resources such as training, release time and maintenance repairs to SEN equipment such as hoists are managed by the School Business manager and Headteacher.

POLICY SUCCESS

If this policy is successful:

1. Every child on with Special Educational Needs and/or Disabilities will have IEPs with specific and measurable targets.
2. Every child will have access to the full, inclusive, broad and balanced curriculum, and place and active part in life of the school.
3. Reviews will be carried out in consultation with the parents and outside agencies involved.
4. Progress will be seen in the teacher assessments, professionals reports and in the movement on and off the register.

This policy is to be reviewed annually

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Signed Chairman of Governors _____ **Date** _____

Signed Headteacher _____ **Date** _____