



St Joseph's Catholic Voluntary Academy



Part of the St Thomas Aquinas Catholic Academy Trust

"Believe, Achieve, Succeed"

Under Saint Joseph's guardianship and protection, we will be supported to achieve and succeed in the things the Lord wants us to do.

SEND Policy

Reviewed: October 2022

SEND Policy – October 2022

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and will be reviewed annually. 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 (July 2014)

School SEN Information Report regulations (2018)

Statutory Guidance on Supporting Pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document December 2014

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

At St Joseph’s Catholic Voluntary Academy, the Special Educational Needs Co-ordinator known as SENDCO, is Mr Philip Saxton

The SENDCO is a qualified teacher and a member of the Senior Leadership team (Role of the SENDCO in Schools SEND Code of Practice Chapter 6).

Mr Saxton has the National SENDCO Award Qualification & is Specialist SEND lead for the St Thomas Aquinas Catholic Multi-Academy Trust

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MISSION STATEMENT

St Joseph’s Catholic Voluntary Academy was founded to pass on to the children the faith heritage of the local Catholic Community. Each child is valued as a unique individual, a child of God, made in the image of Father, Son and Holy Spirit. In partnership with parents and parish and with God’s grace, the school tries to discern and help the child to develop fully as a person with particular gifts and aptitudes. Guided and challenged by Gospel values, the school aims to provide a community in which the child will grow and experience the love of God, self and neighbour.

“Believe, Achieve, Succeed”

This Policy is carried out within the context and spirit of the school’s Mission Statement. It supports and reinforces the aims of St Joseph’s Catholic Voluntary Academy, valuing all children equally and as individuals.

1. AIM

We are committed to using our best endeavours to provide an appropriate and high-quality education for **all** children at our school, which enables them to

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education
- To respect the fundamental values of British society through our faith and love

We consider all teachers to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all pupils, including those with special educational needs.

We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

2. OBJECTIVES

To achieve this aim, we will:

1. Strive to establish a fully inclusive school, eliminate any prejudice and discrimination that might occur and create an environment where all children can be happy, flourish and feel safe.
2. We will respond to learners in ways, which take account of their varied needs and life experiences, moving away from an approach that locates a problem within the child, but means doing everything we can to meet a child's SEND.
3. We are committed to identifying a pupil's special educational needs at the earliest point and then making effective provision as this is known to improve long term outcomes.
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.

7. Provide support, advice and training for all staff working with pupils with special educational needs to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Ensure that the Special Needs Coordinator will have responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The Headteacher, SENDCO, all staff, the MAT SEND working group and the Governing Body will work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014)

3. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of *all* pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may 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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

4. BROAD AREAS OF NEED AS OUTLINED IN THE SEND CODE OF PRACTICE

These four broad areas give an overview of the range of needs that the school plans for and not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

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

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEN:

- Disability
- 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 a service man or service woman

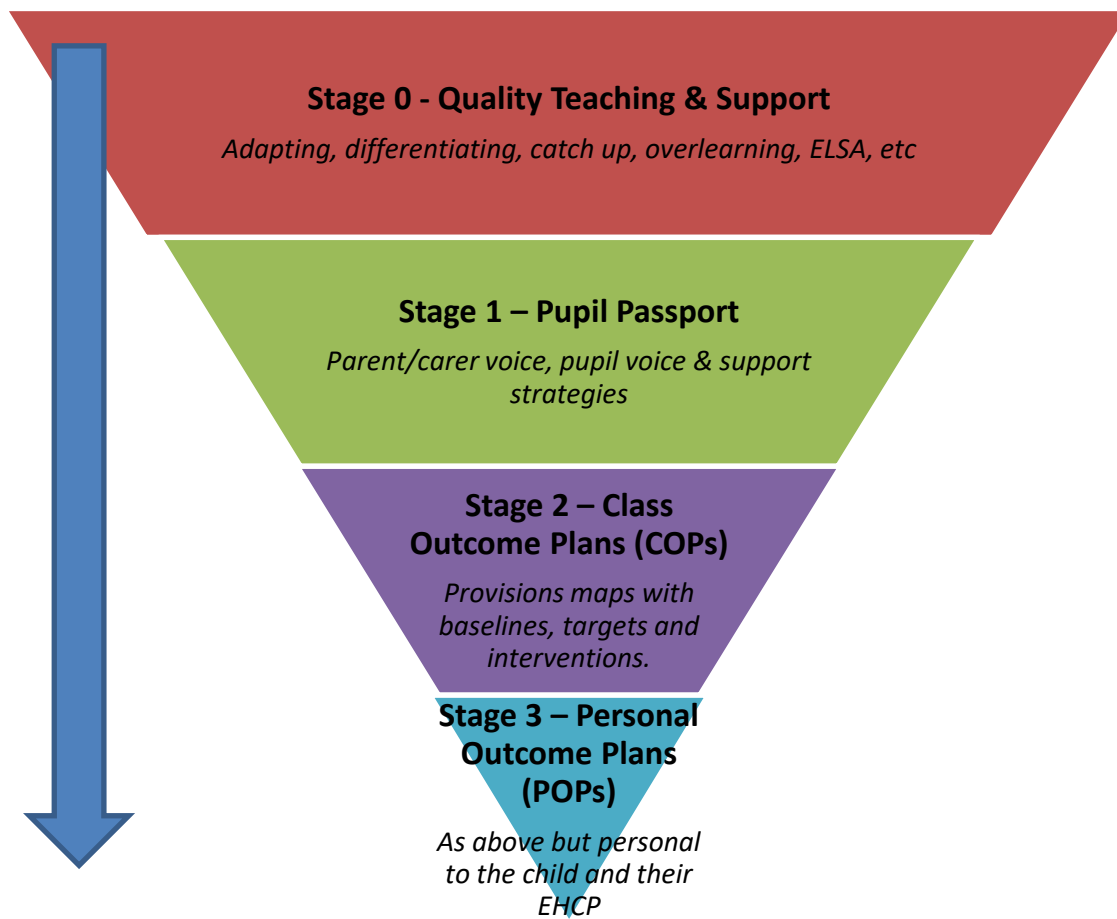
Any concerns relating to a child’s behaviour may be an underlying response to a need, which the school would work with parents to identify.

5. THE GRADUATED APPROACH TO SEND SUPPORT (ASSESS, PLAN, DO, REVIEW)

Identifying and adapting teaching to meet pupils’ needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place, if necessary, relevant and timely interventions, through quality first teaching, adapting the curriculum, appropriate differentiation and in-class support, aimed at closing the gap or raising attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

SEND support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child. As a school, we use Pupil Passports and Outcome Plans to evidence the Graduated approach. These are created and reviewed 3 times a year by class teachers in collaboration with parents, pupils and relevant staff/professionals. At St Joseph’s we use a ‘Staged Approach’ to evidence the graduation of SEND support. At each stage, the APDR cycle is practiced.





Assess

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Class teachers will put in place where necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support. All of which is aimed at removing the attainment gap and improving progress. The class teacher will also talk with parents and peers to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

Plan

Where a pupil's needs are persistent, the class teacher will complete an 'Initial Concerns Checklist' and arrange to meet with the SENDCo to complete. At this meeting, a decision will be made on what additional testing needs to be carried out. Parents will be kept informed and where appropriate, the child's views will be sought. If, as a result of this process, different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record. The parents will be informed that the school is making special educational provision for their child. This is known as 'SEND Support' and the child will receive SEN Provision which will be shared with parents. The class teacher always remains responsible and accountable for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils, is always seen as the first step in responding to pupils who may have SEND.

Do

Working together the SENDCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet outcomes, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge, and additional support will be recorded.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed formally each term, although targets will be developed constantly as progress is made. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupils' needs. The class teacher, with support from the SENDCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENDCO's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- ASD services
- Cognitive learning services
- The Diana Service

In some cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEND budget and will be monitored by the SENDCOs and Headteacher.

Where pupils are made subject to an EHC plan, the school will work in close partnership with any specialist agencies as named on the Plan to provide support and specialist advice.

6. THE LA SEN SUPPORT PLAN AND EDUCATION HEALTH AND CARE PLAN PROCESS

Where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school, the school, in consultation with parents, will consider if requesting Top-up Funding or Education, Health and Care assessment from the Local Authority is appropriate. To inform this decision, the SENDCO will have close regard to the local authority's criteria for funding through a SEND Support Plan or for an EHC Plan assessment.

This can be found on the Leicestershire Local Offer web site (http://www.leics.gov.uk/index/children_families/local_offer.htm) along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure they are confident and clear about what the process is and how they are involved in it.

7. REMOVING PUPILS FROM THE SEN REGISTER

In consultation with parents, the child will be considered for removal from the SEND register where he / she has made sustained good progress that:

- Better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
- Or where a child's wider development and /or social needs have improved and progress in the targeted area is sustained
- And SEND Support is no longer required to ensure this progress is sustained.
- (Children who are on the register for medical reasons will remain so until no longer necessary)

School systems ensure parents give consent for their child to be removed from the SEND register through the school's 'Removal from SEND Support Agreement Form.'

8. SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEN

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way
- SENDCO available for meeting by appointment through the school office or by email.

- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Local Offer.
(http://www.leics.gov.uk/index/children_families/local_offer.htm)
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may be part of or in addition to parents' evening meetings and may be supported by the SENDCO.
- The school will ensure that teaching staff are supported to manage these conversations as part of their professional development.
- Support and guide parents in ways that they can help with their child's learning and development at home.
- A record of outcomes, actions and the support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information and services pertinent to their child's SEND by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
- Consulting with parents of pupils with SEND when reviewing the school's SEND Information Report (see school web site) and the SEND policy. A paper copy will be made available to parents on request.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Making use of media to contact parents and for parents to contact school in line with the school's Communication policy (*email, text, phone, face to face, virtual meetings*).
- Seeking parents' views through parent voice and considering adjustments to practice in the light of analysis.

9. SUPPORTING PUPIL VOICE

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert

their own interests, desires, needs, and rights becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so we will help pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to voice their concerns, hopes and aspirations.
- Wherever possible and in an age-appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and are as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.

10. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed with the school's policy for Supporting Pupils with Medical Conditions.

11. MONITORING AND EVALUATION OF SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny and observation. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant Government data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Policy.

12. TRAINING

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process. All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends the St Thomas Aquinas Trust SENDCO Network, Development Group Network and Local SENDCO meetings in order to keep up to date with local and national updates in SEND.

13. FUNDING FOR SEN AND ALLOCATION OF RESOURCES

The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEN budget'.

The amount in this budget is based on a formula. The government has recommended that schools should use this notional SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil

The school may also make use of Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the Headteacher and class teachers, the SENDCOs will map the targeted provision in place for pupils on the SEND record to show how resources are allocated and to monitor the cost of the whole of our SEND provision. This targeted provision is outlined on the school's Provision Map.

14. ROLES AND RESPONSIBILITIES

SENDCO

The key responsibilities of the SENDCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising a on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date.

GOVERNING BODY AND HEADTEACHER

The Governing Body will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEND and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements

The Headteacher, SENDCO and governing body will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Headteacher will ensure that the SENDCO has sufficient time and resources to carry out his / her functions. This will include providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

15.STORING AND MANAGING INFORMATION

All records containing sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

16.DEALING WITH COMPLAINTS – Please see our Complaints Policy

17.BULLYING – Please see our Anti-Bullying Policy

B. Dabbs

Signed:

Bernadette Dabbs | Headteacher

Date: 14th December 2022

Date of Review: Advent 2024

