



SEND POLICY 2016



Whole School SEND Policy 2016

This policy complies with the statutory requirements laid out in the SEND code of Practice 0-25 (Sept 2014) 3.65 and has been written with the reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND code of Practice 0-25 September 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stage 1 and 2 and framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping Children Safe in Education (KCSIE)

This policy was created by the school's SENCOs in liaison with the SEND governor and the S.M.T.

The named Governor with responsibility for SEND is Neil Pockett.

<p>SENDCO St Joseph's School St Stephen's Hill Launceston Cornwall PL15 8HN</p>	<p>Mrs P Hartley – Senior school Pam.Hartley@stjosephscornwall.co.uk</p> <p>Qualifications: OCR Level 7 Diploma for Teachers of Learners with Specific Learning Difficulties</p> <p>Mrs M Mulroy – Junior School Melanie.Mulroy@stjosephscornwall.co.uk</p> <p>Qualifications: Currently completing National Award for Special Educational Needs Coordination</p>
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The SENDCO is not a member of the SMT. Mr Oliver Scott is the advocate on the SMT.



What is the “local offer”?

The Children and families Bill became law in 2014 and as a result local authorities are required to publish and review information about the services they expect to be available for children and young people with special educational needs, aged 0-25. This is known as the “Local Offer”.

The local offer is intended to improve choice and transparency for families. In addition it will also be an important resource for professionals in understanding the range of services and provision in the local area. A key role of the Local Offer will be to set out in a single place what is available locally.

Information on our Local Offer is available on the school’s website

www.stjosephscornwall.co.uk

Beliefs and Values Statement

What are our beliefs and values around SEND?

To provide a fully inclusive setting, where all children have an equal right to a full and rounded education. We recognise that all children are entitled to **good quality first teaching** and we aim to improve outcomes by having high expectations for all children including those with SEND.

Every teacher at St Joseph’s is a teacher of children with special educational needs. With this as an underlying principle we believe that:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

What do we mean by Equal Opportunities and Inclusion?

We ensure the school meets the needs of all taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

What are our aims and objectives?

We aim to

- Raise the aspirations of and expectations for all pupils with SEND
- Respond to and respect the views of the child
- Work in partnership with parent/carers

- Operate a “whole school” approach to the management and provision of support for special educational needs identifying roles and responsibilities of all staff including the SENDco
- Identify SEND and additional needs early
- Create an environment that meets the needs of every child
- Enable all children to have full access to all elements of the curriculum through reasonable adjustments
- Ensure a high level of staff expertise to meet pupil need offering support, advice and training
- To work in partnership with outside agencies and with other settings
- To work within the guidance provided in the code of Practice 2014

Section 3

Identification and Assessment of Special Educational Needs

What are special educational needs?

Definition of SEND

- A child has special educational needs if he or she has a **learning difficulty** or **disability** which calls for **special provision**.
- A **learning difficulty** or **disability** is a significant greater difficulty than the majority of others of the same age.
- **Special educational provision** means educational or training provision that is additional to and different from that provided within the normal differentiated mainstream curriculum.
- Health care provision or social care provision which educates or trains a child is treated as **special educational provision**.

Why do we identify special educational needs?

At St Joseph’s School we aim to identify the needs of pupils by considering the needs of the whole child. The Purpose of identification is to work out which action we need to take. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves the long-term outcomes of the child.

The code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had good quality personalised teaching and all interventions/adjustments.

Identifying Areas of Special Educational Needs

We recognise the four areas of SEND identified in the new Code of Practice (September 2014)

- Cognition and Learning
- Social, mental and emotional health
- Communication and interaction
- Sensory/Physical

We are also mindful that other factors may impact on progress and attainment that are not SEND

- Disability (disability alone does not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL Pupils must not be regarded as having a learning difficulty solely because of the language or form of language is different from the language in which they will be taught.
- Being a looked after Child
- Behaviour (Behaviour alone without an identifiable cause is not SEND)

SEND at St Joseph's School

The school will involve parents in a consistent and positive way throughout.

Area of Need: Cognition and Learning

Indicators	School response
<p>Attainment in basic skills significantly delayed so as to interfere with the child's ability to make progress.</p> <p>Cognitive attainment levels and rates of progress which are significantly below that of the child's peer group.</p>	<p>Highly differentiated and supported tasks in class</p> <p>Clear marking and feedback with next steps</p> <p>Smart targets on My Individual Learning Plan or pupil profile.</p> <p>Individualised programme of learning with intervention that is additional and different</p>

<p>Progress is slower than expected in spite of relevant and purposeful action being taken by the school.</p> <p>Learning difficulties which affect independent access to the curriculum. Identified specific learning difficulty that is Significant and persistent.</p>	<p>from those provided as part of the school's usual differentiated curriculum</p> <p>Flexible use of in class grouping strategies and adult support</p> <p>Provision of additional resources including ICT</p> <p>Pre-teaching of new concepts</p> <p>Revision and over-learning of basic skills</p> <p>Test concessions</p>
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Social, Mental and Emotional Health

Indicators	School response
<p>Medically diagnosed condition that affects the Child's learning and well-being.</p> <p>Evidence of poorly developed social skills, isolation, withdrawal from peer group and problems with making and sustaining relationships.</p> <p>Evidence of significant unhappiness, anxiety, stress and /or disaffection over a sustained period often accompanied by prolonged periods of absence.</p> <p>Sustained and serious self-injurious behaviour</p> <p>Personal, social and emotional development that impedes progress and attainment or affects the learning environment in the groups in which they are taught.</p> <p>Displays of inappropriate behaviour which are significantly different from the majority of the child's peers. Behaviours displayed are of high intensity, duration and frequency and are not ameliorated by behaviour management techniques usually employed in school.</p>	<p>Safe secure routines and a predictable environment</p> <p>Social skills groups such as</p> <p>Flexible use of in class grouping strategies and adult support</p> <p>Peer and adult mentoring and counselling</p> <p>Anger management</p> <p>Draw and Talk</p> <p>Home school communication book</p> <p>Individual reward charts agreed with parent and child</p> <p>Class and group Circle Time</p> <p>Strategies recommended for Attachment Difficulties</p> <ul style="list-style-type: none"> • Keep in mind • Drip feed reassurance • Avoid blame and criticism <p>PACE persona (Playful, Accepting, Curious, Empathetic)</p> <p>Success Book</p>

Communication and Interaction

Indicators	School response
<p>Significant receptive and /or expressive Language difficulties recognised by a speech and language therapist that impair the child’s ability to communicate effectively understand language and participate independently in the classroom.</p> <p>A specific speech and language disorder where development deviates from the expected pattern and pace of normal development.</p> <p>Difficulties with social interaction, social Communication and social understanding in all contexts. The child may be socially vulnerable, withdrawn, anxious or prone to aggressive outbursts with a tendency to focus on their own choice of activities and have a limited imagination.</p> <p>Child has a medical diagnosis of autism or another pervasive developmental disorder often with associated Sensory processing difficulties</p>	<p>Teaching of specific speech sounds and language concepts following advice from the speech therapist</p> <p>Language learning facilitated by signing, nonverbal systems, visual prompts and modelling</p> <p>Highly differentiated and supported tasks in class</p> <p>Flexible use of in class grouping strategies and adult support</p> <p>Language modified and simplified with instructions repeated and explained as required to ensure understanding</p> <p>Well defined routines and a structured and organised environment</p> <p>Strategies and equipment to reduce anxieties</p> <p>Direct teaching of specific social interaction skills and the social use of language Social stories</p> <p>Individual work station</p> <p>Visual timetables/planner</p> <p>Sensory diet as recommended by the Occupational Therapist</p>

Sensory and/or Physical

Indicators	School response
<p>Permanent or longstanding Sensory impairment or physical disability that impedes access to the curriculum and learning at an age appropriate level.</p> <p>Possible associated linguistic delay with</p>	<p>Use of specialist equipment following advice from external agencies, maintaining as directed and reporting any problems promptly.</p> <p>Flexible delivery, pace and alternative</p>

<p>significant gaps in vocabulary, comprehension etc as well as lack of speech clarity. Child may need additional resources and equipment, specialist provision and adaptations which are significantly different from those routinely available in school.</p> <p>There may be physical barriers relating to dexterity and fatigue. Possible mobility and/or self-care problems which may impact on participation in school and classroom activities and require additional adult support.</p> <p>Disruption to attendance as a result of a longer-term condition and need for regular treatment or hospitalisation.</p> <p>Signs of frustration may be evident in the classroom and difficulties in forming relationships and isolation at social times.</p> <p>There is an expectation of a need for specialist support from the Sensory Support Service such as a Teacher of the Deaf or an advisor from the Physical Disabilities Team.</p>	<p>approaches to overcome any disability</p> <p>Consideration to seating and position in class</p> <p>Individual programmes such as language skills, touch typing fine motor skills programme such as Write from the Start, Funfit etc.</p> <p>Provision of equipment such as writing slope, move n sit cushion, pencil grips etc Adaptations to environment as required</p> <p>Buddy support Access to ICT Pre-teaching Moving and handling training as required Provision of work for home if required Social skills activities Individual risk assessment as required</p>
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Section 4

Managing pupils needs on the SEND register

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How do we operate a graduated response to SEND support?

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

We use the assessment process to identify any learning difficulty and barrier to achievement and this is used to form the basis for planning the next steps of the child's learning.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. **Intervention** programmes are put in place. These concerns will be addressed with the SENDCO and other relevant staff. The child will be recorded as "On Alert."

Parents are involved in a consistent and positive way throughout.

If a child does not make **adequate progress** once they have had good quality personalised teaching and all the interventions and reasonable adjustments have been made the conclusion may be reached the child requires help over and above that which is normally available and the child will be placed on the school SEND record with parental permission and receive **SEND Support (SS)**.

What is Adequate Progress?

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

What is SEND Support?

SEND support takes the four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and what supports the child in making good progress and securing good outcomes.

Key Steps: ASSESS-PLAN-DO-REVIEW Cycle

- **Assess** - *Make a clear analysis of the child's needs*
- **Plan** - *Agree a plan of action*
- **Do** - *Make all relevant staff aware and implement the adjustments, support and intervention*



- **Review – Quality, effectiveness and impact**

Section 5

What are the criteria for exiting the SEND record?

The decision to exit the SEND record is done in partnership with parents and any outside agencies. A child will exit the SEND record when the child no longer needs provision that is additional to and different from that provided generally for the children of the same age in a mainstream setting.

Section 6

How do we support children and families?

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 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 and what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the personal learning plan, the review and transition process through aspects of 'Pupil Voice'.

The school website contains:

- **Our policy for special educational needs**
- **The Special Education Needs Information Report including the arrangements made for children in our school with special educational needs**
- **Our local offer**

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 at least termly to share the progress of special needs children with their parents.

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 SENDCO through a school email address and regular review meetings.



Section 7

How do we support pupils 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 and the SEND Code of Practice (2014) is followed. Arrangements are put in place in school to support pupils at school with medical conditions. We work with parents to produce a care plan that is shared with all staff and updated annually or as required. Intimate Care Plans are in place if required.

Section 8

How do we monitor and evaluate SEND?

The school regularly and carefully monitors and evaluates the quality of provision we offer to all pupils. The evaluation and monitoring arrangements promote an active process of continual review and improvement for all pupils. The quality of teaching and the progress made by pupils is a core part of the school's performance management. Data is used to look at and identify gaps in attainment. Regular audits of records are carried out. SEND forms part of the school improvement plan.

Parent views and pupils' views are sought via whole school questionnaires. We actively encourage parents of children with SEND to have a voice via regular review meetings.

Section 9

How do we identify and provide training and resources?

In order to maintain and develop the quality of teaching and provision/ resourcing to respond to the strengths and needs of all pupils all staff are encouraged to undertake training and development. Training needs of teachers and teaching assistants are identified through regular performance management and following advice from outside agencies.

Section 10

What are the roles and responsibilities?

The head teacher's responsibilities include:

Mr. Oliver Scott is the advocate for SEND on the S.M.T.



The Designated Teacher (Headteacher, Mr Oliver Scott) has specific safeguarding responsibility.

It is the school's responsibility for meeting the medical needs of pupils and this is overseen by the Headteacher.

The school governor responsible for SEND is Neil Pockett.

The SEND Governor's responsibilities include:

- Securing the necessary provision for any pupil with SEND
- Assisting in the development of the SEND Policy
- Monitoring Progress
- Liaising with the SENDco, Headteacher and staff
- Informing the governing body of development and progression
- Reporting annually to Parents

The Special Needs and Disabilities Co-Ordinators (SENDCO) responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers and contributing to the in-service training of staff
- Advising on a graduated approach and coordinating and developing school based strategies for the identification and review of children with SEND
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Liaising with pre-school settings for new children entering EYFS; Y6 and Y11 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services health and social services and voluntary bodies.
- Collaborating with curriculum co-ordinators so that learning for all children is given equally opportunity.
- Monitor the progress of children on the SEND register.
- To ensure that a supportive learning environment is adopted across the school and strategies are in place to help achieve this.

The responsibilities of teaching and non-teaching staff include:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for

individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Section 11

How do we store and manage information?

The management of information forms part of our e safety policy. All electronic information is password protected.

All confidential safeguarding information is stored centrally and is shared on a need to know basis. A transfer of information record is completed if these are sent to another school.

Copies of advice from the outside agencies are copied and shared with staff and kept in the SEND department. All SEND records are passed onto the transferring school.

Medical records are shared only with parental permission.

Section 12

When will the Policy be reviewed?

The SEND policy is reviewed annually in consultation with parents, staff and governors.

Section 13

Accessibility

What are our statutory duties in relation to accessibility?

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools

The schools are required to produce accessibility plans in writing for their individual school and this can be found in the Accessibility Management Plan.

As a school we aim to increase and promote access for pupils by making reasonable adjustments as needed to ensure all children can access the teaching and learning and the wider curriculum such as clubs and school visits. Modification to the environment and



resources such as enlargement of written materials is undertaken as required as are visual or hearing impairments.

Section 14

What is the procedure for managing complaints?

Parents wishing to raise concerns about their child should make an appointment with the class teacher, Headteacher and/or SENDCo.

If the matter were not resolved, the parents would be encouraged to meet with the SEND governor.

Section 15

Bullying

Please refer to our Anti-Bullying policy

Section 16

Appendices

Mrs. P. Hartley

Mrs. M. Mulroy

Authorised by:	Governing Body
Reviewed by:	SENCO
Review:	June 2017
Effective from:	June 2017
Next review:	July 2018
Method of Communication:	School website, school intranet, available from school office.