



St Joseph's Catholic Primary School

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Revision	Date	Author	Reviewed	Approved	Next Review	Responsible Committee
1	26/01/2024	E Broyd C Lane-Hall	26.04.24	23/05/24	April 2025	C&SI

Special Educational Needs and Disabilities Policy

Vision



Together we love - Together we hope - Together we learn

Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ. Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

Introduction

Some pupils have barriers to learning that mean they have additional needs which require particular action by the School. Teachers take account of these needs and make provision, where necessary, to support individuals and groups of pupils, enabling them to participate effectively in all areas of school life.

Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the pupil, in line with the Special Educational Needs and Disability (SEND) Code of Practice 2015.

1. Aims

The aims of this policy are to:

- Create an environment that meets the special educational needs of each pupil
- Ensure that the special educational needs of pupils are identified, assessed and provided for
- Make clear the expectations of all outside agencies involved in the process
- Identify the roles and responsibilities of all staff in providing for pupil's special educational needs
- Enable all pupils to have full access to all elements of the school's curriculum
- Ensure that our pupils have a voice in this process
- Comply with the statutory obligations as set out in the SEND Code of Practice 2015.

2. Objectives

- Ensuring access to the building and appropriate resources
- Using the Foundation Stage Profile in order to ensure early identification. Subsequently by using formative and summative assessments to help us plan appropriately, provide stimulating curricular challenges and involve outside agencies to advise
- Holding an initial meeting with parents to inform, share and discuss plans, responsibilities and expectations. Thereafter, to meet regularly in order to review progress and plan for future development in line with the assess, plan, do, review process.
- Planned involvement with the pupils on the SEND register to discuss their targets, celebrate success and involvement in the assess, plan, do, review process
- All pupils receive Quality First Teaching
- Identifying School staff working with children who are on the SEND register and actively involving them in the planning, implementation and review of individual provision
- Planning appropriately, supplying resources and discussing concerns with parents, staff and outside agencies
- Maintaining open communication with parents. This could be through face-to-face meetings, phone calls or written communication

3. Inclusion and equal opportunities

At St Joseph's we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

4.1 Special educational needs (SEN)

A pupil has SEN, as stated within the SEND code of practice 2015, if they have a learning difficulty or disability that requires special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age
- A disability which prevents or hinders them 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.

4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions may be selected that are appropriate for the pupil's particular area, or areas, of need at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulties or disorders such as: <ul style="list-style-type: none">- Pupils who may have Language disorders- Pupils who are on the autism spectrum These needs can mean they have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia- Moderate learning difficulties- Severe learning difficulties- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning

	difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> <ul style="list-style-type: none"> - Mental health difficulties such as anxiety, depression or an eating disorder - Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder - Suffered adverse childhood experiences
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> - A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment - A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. SEND Information Report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in school and the responsibilities of the different stakeholders involved. The information report will be updated annually and as soon as possible after any changes to the information it contains.

6. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupil's progress, including the use of provision maps
- Carrying out the review stage of the graduated approach (see the SEND Information Report for more information) in every cycle of Access, Plan, Do, Review to evaluate SEND support
- Monitoring by the SENDCo
- Holding annual reviews for pupils with Educational Healthcare (EHC) Plans
- Getting feedback from the pupil and their parents

7. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the School will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General Practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers (EWO)
- Social services

9. Complaints about SEND provision

Where parents/carers have concerns about the School's SEND provision, they should first raise their concerns informally with the SENDCo or Class Teacher. The School will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the School's complaints policy.

If the parent/carer is not satisfied with the School's response, they can escalate the complaint. Further information and explanations about suitable avenues of complaint can be found on pages 246 and 247 of the SEND Code of Practice 2015.

10. Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting the objectives set out in this policy.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupil's progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

11. Monitoring the policy

This policy will be reviewed annually by the SENDCo, SEND Governor and the Curriculum & School Improvement (C&SI) committee. It will also be updated when new legislation, requirements or changes in procedure occur during the year.

Following review, this policy will be approved by the Full Governing Body.

Authorisation

Signed by (Chair of Governing Board)

A handwritten signature in black ink, appearing to be 'M.L.', is centered within a light gray rectangular box.

Approved by Governing Body: 23/05/2024

Review Date: April 2025