

<b>School Responsibility</b>	Miss Tamsen Earley
<b>Governor</b>	Mrs Rebecca Keinhorst
<b>Headteacher</b>	Mr Luke Gilhooly
<b>Review</b>	September 2023
<b>Adopted</b>	September 2025

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, contractors and visitors to share this commitment.

### **1. Introduction**

St Joseph's Catholic Primary School believes that our commitment to Christ's ministry and recognising the uniqueness of each individual enables us to respond thoroughly and with sensitivity to children with Special Educational Needs or Disability. We respect the gifts and needs of an individual and are committed to the provision of resources and support. This policy document is a statement of the aims, principles and strategies to ensure effective and efficient provision for children with Special Educational Needs or Disability.

### **2. Aims**

At St Joseph's our objective is to meet the needs of all our children and to offer the personalised support their needs require, ensuring all children are valued equally regardless of gender, race, ability or disability whilst having due regard for inclusion.

We aim to:

- Identify the specific need as early as possible
- Provide the appropriate support for the children and staff involved
- Offer support and develop a partnership with parents and carers of the children involved
- Provide an appropriate, broad, balanced and relevant curriculum for the Foundation Stage and the National Curriculum
- Create a caring, inclusive atmosphere within our school, where pupil's individual differences are recognised and valued.
- Seek and take into account the views of children with Special Education Needs or disability (SEND)

At St Joseph's, we recognise that these aims can only be met through:

- The development of an environment in which all children's needs are met, to include the appropriate provision and deployment of resources
- Working in partnership with parents and those with parental responsibility
- Taking into account the views of the child and the individual parents in respect of their child's particular needs
- Having short term SMART targets shared with the child and parents
- Carrying out regular reviews to assess impact of intervention, the child's progress, the views of the child, their teachers and their parents

- Vary our teaching strategies and utilise staff expertise in their specialist areas
- Working in partnership with STARS, Leeds Educational Psychologist team/SENIT team/The Speech and Language Therapy team (SALT) and other agencies where appropriate.
- Signposting parents and children to support services and specialist providers including Horsforth Children Services.
- Working cooperatively with other local specialist support agencies and professionals.
- Supporting parents with private applications to specialist services.

### **3. Definition of Special Educational Needs**

The SEND Code of Practice (2014) states that:

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:

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

### **4. Admission arrangements for pupils with Special Educational Needs**

Children are admitted to St Joseph's in accordance with the Governing Body's Admission Policy. We recognise that all children with SEND have a right to be educated therefore, ability plays no part in the selection criteria and children's needs and abilities are not considered negatively when determining admission.

Where St Joseph's is named on a pupil's Education Health Care Plan, we are obliged to admit the pupil into school as long as we have the capacity, relevant support and resources available to meet the outcomes stated on the plan. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

### **5. Access**

#### ***Facilities for pupils with Special Educational Needs and Disabilities (including disabled access)***

The Special Educational Needs and Disability Code of Practice delivers a strengthened right to a mainstream education for children with SEND. We are committed to inclusion and enabling children with SEND to be included successfully within mainstream education. Therefore, wherever possible children are supported within the classroom. However, on occasions it may be more beneficial to withdraw individuals or groups from the classroom to work in a more appropriate setting to develop their skills and understanding in curriculum areas more relevant to their individual needs. The Governing Body is committed to the inclusion of all its pupils,

alternative arrangements will be made to accommodate children with physical disabilities, where possible if needed. There is a toilet for people with disabilities. There is also disabled parking space available.

### **6. Roles and Responsibilities**

At St Joseph's, we recognise that provision for pupils with SEND is a matter for the school as a whole. We work towards the school aims by:

- Following school procedures for identifying, assessing and making provision with SEND
- Sharing a commitment to inclusion and a partnership approach to provision
- Administering staff training for identifying and supporting pupils with SEND

The Academy Council, the Head Teacher, who is the SENCo, and all staff have important responsibilities. These are as follows: In cooperation with the Academy Council:

- determines the school's general policy and approach to the provision for children with SEND
- establish appropriate staffing and funding arrangement
- maintain a general oversight of the school's work

The Head Teacher has a responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEND. The Head Teacher (who is a qualified SENCo) keeps the Academy Council fully informed. All staff, teaching and non-teaching, are involved in the development of the SEND policy and are fully aware of the school's procedures for identifying, assessing and making provision for children with SEND. The class teacher is responsible for:

- Planning and delivering a differentiated curriculum and collecting and gathering information.
- Liaising with parents and carers, teaching assistants (TA's), other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating targets in Individual Education Plans (IEPs), in consultation with parents/carers.
- Evaluating progress of Special Educational Needs pupils
- TA's who are directly involved with a child or group of children.

The SENCo, working closely with the Senior Leadership Team, fellow teachers, support staff and outside agencies, is closely involved in the strategic development of the SEND policy, and the provision for children with SEND, attending IEP and pupil progress meetings to discuss progress. The SENCO has responsibility for:

- Day to day operation of the school's SEND policy
- Coordinating provision for children with SEND
- Overseeing records of all children with SEND
- Liaising with parents and carers of children with SEND
- Contributing to the INSET of staff
- Liaising with outside agencies

### **7. Identification, Assessment and Provision**

#### ***7.1 How the school identifies pupils with SEND***

The Code of Practice (2014) recognises four broad categories of Special Educational Needs:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At St Joseph's we recognise the importance of early identification, assessment and provision for any child with SEND. On entry to school early indicators may come from:

- Parents/Carers, Health Specialists, Speech and Language Therapists or other external agencies
- Early contact with school through home and nursery visits, family connections or parent support schemes

In school identification may come from:

- Teacher assessment and standardised tests
- Health Specialists, Speech and Language Therapists, Educational Psychologists or other external agencies
- Concerns raised by the class teacher or teaching assistant
- Expressions of concern by parents and carers and any information they provide about their child

After monitoring and assessment of a child; where progress is not adequate, or a child requires additional to or different from other children, action will take place. Children are referred to the SENDCo by the class teacher. The class teacher will express concern to the parents and discuss strategies and interventions. The SENDCo will place the child on the School's SEND register, if appropriate.

#### ***7.2 Statutory Assessment***

If satisfactory progress is not being made then it may be necessary, in consultation with parents and any supporting agencies, to consider discussing statutory assessment with the Local Authority. If the Local Authority agree to carry out a Statutory Assessment of Special Educational Needs, this may result in a formal Educational, Health and Care Plan (EHCP). The child would continue in mainstream education unless the EHCP specified otherwise.

#### ***7.3 Referral for an Education, Health and Care Plan***

If a child has a lifelong need or significant complex difficulties, he or she may undergo a Statutory Assessment process which is usually requested by the school but can be requested

by the family. These assessments take the form of a multi-agency approach in order to address the complex needs of the child. Information may be required from a variety of sources, including parents, teachers, SENCo, Educational Psychologists, Social Services and Health Care Professionals. This is combined to form an Education, Health and Care Plan assessment. Once a plan is agreed, it is reviewed termly with parents (informally) and then through a formal annual review. This annual meeting will be child-centred in approach, with all parties invited to contribute. The child's views will be at the heart of the review and they will be welcome to contribute to any new objectives set.

### ***7.4 Access to the curriculum***

This school strives to be an inclusive school, sharing a sense of community and belonging through its:

- Catholic, inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At St Joseph's, we believe that all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. We have regard for the National Curriculum which incorporates a statement on Inclusion: providing effective opportunities for all children. In planning and teaching the National Curriculum, teachers in our school have responsibility for:

- Setting suitable learning challenges
- Responding to children's diverse learning needs by making reasonable adjustments
- Overcoming potential barriers to learning and assessment for individuals and groups of children.

### ***7.5 Type of Support***

Whole Class (Wave One) Support: The effective inclusion of all children through high-quality teaching. Targeted (Wave Two) Support: Small-group intervention for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have special educational needs related specifically to learning difficulties in English or mathematics.

Wave 2 interventions are not primarily SEN interventions. Where intervention programmes are delivered without modification within the designated year group, there is no requirement that the children be placed on the SEND register, although children may on occasion already be on the SEND register.

Specific, individualised (Wave Three) Support: Specific targeted intervention for individual children identified as requiring SEND support. Children at Wave Three may have particular needs related specifically to mathematics or English or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.

What constitutes School Support?

Where a child, despite receiving differentiated learning opportunities underpinned by evidence:

- Makes little or no progress even when teaching approaches are targeted in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

### ***7.6 Individual Education Plans***

All pupils on the SEND register will receive a 'child friendly' Individual Education Plan (Person centred education plan) which details 'SMART' (Specific Measurable Achievable Realistic Time-Related) targets for children to work towards. Children should be consulted whenever possible to develop these targets and their opinion should be sought as to how they feel their progress has been since their last review. IEPs are reviewed half termly and the SENCO, teacher and parents attend these review meetings to discuss the child's progress following this format:

- Identification of why the child is on the SEND register.
- Which agencies are currently working with the child and which agencies may need to be referred to.
- Level the child is working at in reading, writing, maths and SPAG.
- Progress measured by B squared, if the child is working below the level of the child's year group.
- What is working well according to the teacher, child and parents.
- What could be better according to the teacher, child and parents.
- Agreement of how we can improve.
- Impact of current intervention.
- Identification of intervention for the next term.
- Review of current targets.
- Agreement of next terms targets.
- Any other business.

### ***7.7 Resources***

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are educated within the whole class setting using reasonable adjustments but they may also receive additional support outside the classroom on an individual or small group support basis. Support offered may be:

- Dyslexia intervention based on the Alpha to Omega programme and SENIT strategies
- Toe by Toe 1-1 specialist intervention
- Spelling intervention using specific iPad applications such as Lexia
- Maths support using Numicon, multi-sensory maths, use of WRMH
- Pre-teaching for maths and English and vocabulary for topics
- Teaching assistant or teacher support for intervention relating to the previous lesson taught – post teach
- Classroom differentiation using targeted resources such as word banks, sentence stems, concrete materials
- Nurture support
- Speech and Language programmes
- 1-1 targets for dyspraxia and other coordination targets
- Touch-type programs such as Clicker and iPad/laptops to support learning
- Use of assistive technology for dictation
- Friendship groups
- Behaviour management
- Self-esteem and anxiety
- Sensory circuits
- Zones of Regulation

### **8. Working in Partnership with Parents/Carers**

Considerable value is placed on the contribution parents can make to the life of the school and in particular, to their own child's progress. Parents, and those with parental responsibility, have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

1. Parents can access support from the Horsforth Cluster or the Leeds SEND Information Advice Support Service (SENDIASS).
2. All parents are invited to meet with the staff concerned with their child at the end of each term to look at their child's IEP looking at what has worked well, what could be better, progress made, impact of intervention and to set new targets for the next term. Parents feedback what they believe is working well and what could be better and what progress they believe their child has made.
3. Parents of pupils receiving an Educational Health Care Plan are invited to participate actively in their child's Annual Statement Review and termly review meetings.

In order that communications with parents and carers are effective, the staff and the school aims to:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings

- Ensure that parents understand procedures, offer support, and are given appropriate documents
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have
- Recognise the need for flexibility in the timing and structure of meetings

We expect parents to be effective in supporting their child's learning. We ask all parents to support the school by communicating effectively with staff and supporting the intervention strategies applied. Before referring a child to other agencies, parental permission is always sought. Any recommendations made by professionals and other agencies are not necessarily the views of the staff or Academy Council of St. Joseph's school. Likewise, once a child has been referred by the school to an external agency, time spent waiting to be assessed is independent to the support and provision offered by St Joseph's and the school accepts no responsibility for this waiting time.

### **9. The Voice of the Child**

At St Joseph's we encourage pupils to participate in their learning by:

- Being involved in target setting and identifying strategies that work for them
- Incorporating their views in every aspect of education
- Participating in the formation of their Individual Education Plan/PCEP
- Encouraging self-advocacy and independence
- Creating an All About Me so all staff know how to support the child

### **10. Criteria for evaluating St Joseph's SEND Policy**

The success of St Joseph's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and all subject leaders;
- Analysis of pupil tracking data and test results for individual pupils and cohorts of pupils by all subject leaders
- Monitoring of procedures and practice by the Governor responsible for SEND
- Individual Education Plan meetings
- The School Development Plan
- The attendance, educational and social achievements, and integration of pupils with SEND, all demonstrate successful implementation
- B squared and the SENIT developmental journal

### **11. Complaints Procedure**

In the event of a complaint the class teacher is the initial contact for the parent/carer involved. If there is no resolution or if further advice is sought a meeting with the Headteacher is arranged. If a complaint needs then to be formalised, parents should follow the formal



complaints procedure on the school website or ask for a copy of this procedure from the school office.

### **12. In service training**

The SENCo attends appropriate courses and conferences as they arise. They also attend meetings for SENCos within the Otley Cluster and Bishop Wheeler Academy Trust. In school, the SENCo share with staff any current matters arising and in addition to this, in-house INSET days and/or staff meetings may also take place. Staff are able to attend courses as and when they may become available and where they are appropriate. Staff appraisal highlights areas for development and targets gaps in pedagogy.

### **13. Links with outside agencies**

In order to ensure that the children's needs are matched by appropriate provision, the school works with a variety of agencies listed below. Outside Agencies:

- Outreach behaviour and Learning Support including specific and general learning difficulties
- Educational Psychology Service (EP)
- Integrated Family Support Services including The Healthy Schools Team
- The School Health Team including School Nurse, Speech and Language Therapists, Hearing Impaired Services, Motor Co-ordination and Hospital Teaching Services
- Education Welfare Service.
- Special Educational Needs Inclusion Team (SENIT)
- Specialist Training in Autism and Raising Standards (STARs)
- Speech and Language Therapist (SALT)
- Occupational Health Therapist (OHT)
- Horsforth Children Services (HCS)

### ***Key Roles relating to SEND***

1. Governor for Special Educational Needs: Rebecca Kainhorst
2. Headteacher: Mr Luke Gilhooly
3. SENCo: Miss Tamsen Earley
4. Child Protection: Luke Gilhooly (Headteacher), Helena Harvey (Deputy Head)