



*Saint Joseph's*  
CATHOLIC SCHOOL

---

## **Special Educational Needs Policy**

(Version 12 May 2017)

<b><u>Success Criteria:</u></b>			
<b><u>Our Aim:</u></b> At St Joseph's we believe that each pupil and employee are made in the image and likeness of God and are therefore deserving of equal respect, value and success irrespective of religion, ethnicity, national origin, ability, gender, socio-economic status, sexual orientation, gender reassignment, pregnancy or disability. We are committed to ensuring that all pupils and employees are able to enjoy the same opportunities by removal of any barriers to learning or personal development.			
<b><u>Monitoring Procedures:</u></b>			
<b><u>By Whom:</u></b> SENDCO / Academic Governors Committee	<b><u>When:</u></b> Biennially	<b><u>How:</u></b> Reports to the Academic Governors Committee	
<b><u>Evaluation:</u></b>			
<b><u>By Whom:</u></b> Head teacher and the Academic Governors Committee	<b><u>When:</u></b> Biennially	<b><u>How:</u></b> Reports to the Academic Governors Committee & Head teacher	
Version	Approved	Review Date	Additional Information
V12	May 2017	May 2019	Total Re-write
V11	July 2014	2015	-
V10	July 2013	2014	-
V9	June 2012	2013	-
V8	June 2011	2012	-
V7	June 2010	2011	-
V6	June 2009	2010	-
V5	June 2008	2009	-
V4	July 2007	2008	Rewrite
V3	June 2006	2007	-
V2	June 2004	2005	-
V1	June 2003	2004	Re-write

<b><u>Vision Statement:</u></b>
<p>St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.</p> <p>At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.</p> <p>Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.</p> <p>We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.</p> <p>We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.</p> <p>We are committed to aspiring for excellence in all that we do for the sake of the Gospel.</p>

Head teacher

<b><u>National Policies and guidance/courses referred to and incorporated into SJCS Policy:</u></b> The Equality Act 2010 Disability Discrimination Act 1995	
<b>Document/Course Title:</b>	<b>Document/Course Date:</b>

<b><u>Other SJCS Policies that relate to this Policy:</u></b> Safeguarding Policy Medical Needs Policy Complaints Policy
---

**SAFEGUARDING – OUR COMMITMENT**

This policy commitment applies to all adults, including volunteers, working in or on behalf of the school. Everyone working in or for St. Joseph’s shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

St Joseph’s School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. This commitment will be at the forefront of our thoughts when reviewing all related policies

**INTRODUCTION**

At St Joseph’s Catholic School we are committed to working together with all members of our school community. We would welcome your feedback, so please do contact us:

Mr G Horrobin: SENDCo (Special Educational Needs and Disability Co-ordinator)  
Mr Hawkins: SEN Governor

We employ 2 Teaching Assistant (TA) who specialise specialises in an identified curriculum area and whose work is primarily in the classroom working alongside the class teacher to assist in the delivery of teaching and learning. Teaching Assistants can also deliver interventions as co-ordinated by the SENDCo.

We also have a team of 2 Pastoral Assistants specialising in the support of students who may be experiencing emotional and/or behavioural difficulties.

A school nurse is available once per week operating a drop-in centre.

**OUR APPROACH TO TEACHING PUPILS WITH SEN**

At St Joseph’s Catholic School we believe in participation and progress for all. We want all of our young people to participate in learning and we celebrate the achievements of all members of our community. We aim to create an inclusive culture in our school and we are keen to enhance our responsive approach to the diversity of children’s backgrounds, interests, experience, knowledge and skills.

**Aims**

We believe in developing the full potential of all pupils and our aim is that all pupils with special educational needs participate in activities compatible with the efficient education of other pupils and the efficient use of resources. All pupils will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All pupils are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all pupils, and staff continually assess to ensure that effective learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and form tutors undertake a mentoring and supervisory role.

### **Objectives**

The objectives of the policy are:

- To identify and monitor pupils needs at the earliest possible stage so that their attainment is raised.
- To plan an effective curriculum to meet the needs of pupils with special educational needs, such as in our Provision Map, and ensure where necessary that the targets set on Provision Plans are specific, measurable, achievable, realistic and time related.
- To involve pupils in the identification and review of targets identified in their Individual Education Plans.
- To work in close partnership with parents/carers of pupils who have special needs.
- To raise the self-esteem of pupils having special educational needs acknowledging the progress they have made.

The needs of the majority will be met in the mainstream classroom and all out pupils are taught in mainstream. Teachers are expected to make every effort to ensure that pupils with special needs are fully involved in the class and the life of the school.

We provide the following kinds of special educational needs:

- Cognition and learning difficulties
- Speech, language and communication difficulties
- Autism Spectrum Disorders
- Physical, medical and sensory difficulties
- Social, emotional and mental health difficulties.

### **HOW WE IDENTIFY SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as follows:

“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 same age
- (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.

If a learner is identified as having SEN, we will provide ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Pupils can fall behind in school for many reasons. They may have been absent from school, they may have attended many different schools and not has a consistent opportunity to learn. They may not speak English very well or at all and they may be worried about different things that could distract them from learning. At St Joseph’s Catholic School we are committed to ensuring that all pupils have access to learning opportunities, and for those who are at risk of not learning or making sufficient progress, we will intervene. This does not mean that all vulnerable pupils have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

### **DEFINITIONS**

**Special Educational Needs & Disabilities (SEND).** Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Pupils have a learning difficulty if they:-

- (a) have a significantly greater difficulty in learning than the majority of others of same age
- (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 school.

**Medical Condition.** There is no statutory definition of ‘Medical Conditions’ but the implication of the legislation is that pupils must not be disadvantaged in the provision of education if they required support or special procedures due to a medical problem which may be long term, short term or include a disability (if the last, the Equality Act also applies). The requirement not to be disadvantaged does not apply if there is an infectious disease that could

be dangerous to any pupil or staff member. A pupil with a medical condition may have an Individual Healthcare Plan.

**Individual Healthcare Plan.** The Plan will normally specify the type and level of support required to meet the medical needs of a pupil. It may require input from health care professionals.

**Special Educational Provision.** Special Educational Provision is support which is additional to or different from the support generally available to pupils of the same age. (Other than special schools). The Provision is required to match the Pupil's SEND.

**Education, Health and Care Plan (EHC plan).** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by local authority after an EHC needs assessment of a child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Parent(s).** Refers to birth parent(s), guardians(s) or any person who has parental responsibility for the pupil or who has care of him/her.

## **ASSESSING SEN AT ST JOSEPHS CATHOLIC SCHOOL**

### **Ethos**

In keeping with other policies in the school we believe all pupils have a right to access a broad and balanced curriculum appropriate to their needs as a part of their formation as individuals made in the image and likeness of God.

As a Catholic school, we are committed to the formation and celebration of the individual but we are mindful of the need to preserve the common good and will always balance the needs of the class against the needs of the individual.

It is every member of staff's responsibility to assess when a child presents with a difficulty with learning. We ensure that assessment of educational needs directly involves the pupil, their parents/carer and of course their teachers. The SENDCo will also support with the identification of barriers to learning. Information from primary schools, Cognitive Ability Test results, individual subject baseline assessments and specific assessments carried out by the SEN team are used, together with information from parents and carers, to create a holistic picture of a student's individual needs.

For some pupils we may want to assess a particular need or seek advice from specialist teams. In our school we have access to various specialist services, some of which are listed below and including those universally provided by Wiltshire Local Authority, which are described on the Local Offer website available at

[www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

- Lucid Exact – Special arrangements for public examinations software
- EMAS – Ethnic Minorities Achievement Service
- Hearing Impairment Service
- Autistic Spectrum Disorder advisors
- School Nurse
- Child and Adolescent Mental health Service
- Speech and Language Therapist
- LASS
- Lucid Rapid

## **WHAT WE DO TO SUPPORT PUPILS WITH SEN AT ST JOSEPHS CATHOLIC SCHOOL**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Information about the additional needs of all students is linked to teachers' registers, giving them the information they need to support their planning and appropriate interventions, such as differentiation, room plans, specialist resources etc.

Each pupil identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, tailored to meet their needs, and is intended to enable access to learning and to overcome the barrier to learning identified. The implementation of such support is achieved using a graduated approach of 'assess, plan, do, and review'; making sure provision is appropriate and effective.

Supporting SEN outside the classroom is sometimes required to help to narrow the gap in a child's learning or help overcome a barrier to learning. This intervention style of support can take a variety of formats:

- Literacy group
- Year 7 Catch up numeracy
- One to one small group subject specific withdrawal
- ASD support
- Additional support option in Year 10 & 11
- Emotional and Social Mentoring.

### Resources

Most of the resources used by children having special educational needs are available within the normal classroom. An amount from the total school budget will be allocated to special educational needs. The money provided by the local education authority specifically for SEN will be allocated in total for special educational needs.

Teaching Assistants may be asked to work with identified children under the guidance of the subject teacher in consultation with the SENDCo. Some pupils are allocated a named pupil allowance by the LA to enable them to receive individual support. A Statement of Special Educational Needs usually determines this; however, a Statement of Special Educational Needs does not automatically provide a named pupil allowance.

### HOW WE EVALUATE PROVISION AND FIND OUT THE SUPPORT IS EFFECTIVE

Monitoring progress is an integral part of teaching and leadership within St Joseph's School. Pupils and staff are involved in reviewing the impact of interventions for pupils with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, teacher, learner – and sometimes parent/carer – agree what they expect to be different subject areas, are carried out and recorded.

Children, parents/carers and the teaching and support staff will be directly involved in reviewing progress wherever possible. Reviews will take place with individual subject teachers annually at parents' evening, can be built into the intervention itself, or can be formal meetings where we all discuss progress and next steps. If a learner has an Educational Health and Care Plan (EHC plan) the same review conversations take place but the EHC plan will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all pupils is collated by the whole school and monitored by teachers and senior leaders. Our school data is also monitored by the Local Authority and Ofsted. Your child's form tutor will be able to assist you with any queries you may have regarding the understanding your child's progress data.

### SEN Support

Following a review of the strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the pupil

- Makes little or no progress even when teaching approaches are targeted to their particular needs
- Shows signs of difficulty in developing skills in literacy or mathematics
- Shows persistent signs of emotional or behavioural difficulties that are not addressed through the behaviour and discipline approaches used in the school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents, and in some cases, outside agencies, who may be involved with the pupil. When we have all the available information, we will consider with the parents/carers and the pupil the strategy for action. A Provision Map will provide for:

- Short term targets
- The teaching strategies
- What provision we will make
- When we review the plan
- How we will judge progress (the success criteria).

### PARTNERSHIP WITH PARENTS/CARERS/CHILDREN

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision making process in the school. Parents/carers contributions are highly valued by the staff in the school. Parents/carers are encouraged to involve their child in the decision making process.

Pupils in this school are encouraged to take part in the decision-making of the school through the school council. We also encourage them to take ownership of their own learning and behaviour by discussing targets and what

they can do to improve through personal development planning. For pupils with SEN this is extended to discussing the strategies for success in their Provision Plan. Plus copies of Pupil Provision Plans and a condensed Teacher Support Plan highlighting suitable teaching and pupil support ideas for the individual are posted on the teachers' area of Shared Resources on the school computer network.

### **OTHER OPPORTUNITIES FOR LEARNING**

At St Joseph's Catholic School we believe that all pupils should have the same opportunity to access extracurricular activities, whether as part of the whole school curriculum or through our extensive after-school enrichment programme. We are committed to making reasonable adjustments to ensure participation for all, so please contact the SENDCo to discuss specific requirements.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if(s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1(1) Disability Discrimination Act 1995.

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

### **PREPARING FOR THE NEXT STEP**

Transition is a part of life for all pupils. This can be transition from primary to secondary school, to a new class in school, having a new teacher, or moving on to another school or training provider, or moving into employment. St Joseph's Catholic School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all pupils with SEN. For pupils in years 5 and 6 who have a statement of SEN or EHCP, the SENDCo will visit them at their primary school and attend their annual review meetings. Where appropriate, an enhanced induction into St Joseph's will be arranged. Mr Rooney (Head of KS3) visits all Year 6 students at their primary school to support them preparing for the transition and the SENDCo liaises with the feeder primary schools.

The SENDCo and School Achievement Manager support transition to sixth form schools or colleges and apprenticeships for pupils with additional needs alongside any other relevant agencies involved. Planning begins for some students during Year 10 and parents/carers and pupils are advised and guided through the process, from choosing the right provision to the most appropriate course and practical information such as how to access support with transport. For those with a high level of additional need, accompanied visits to local sixth forms and colleges can be arranged in order to build confidence and develop a positive relationship with staff at the proposed new educational facility.

### **ROLES AND RESPONSIBILITIES**

**Governors' role**

The Governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that where the head teacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is practical and compatible with the pupil receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs and Disability Code of Practice : 0 to 25 years (2014) when carrying out its duties toward all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the schools SEN Policy.
- They are up-to-date and knowledgeable about the schools SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Development Plan.

- The quality of SEN provision is continually monitored.

## **SENCO**

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the special educational needs policy.
- Liaising with parents/carers of pupils with special educational needs.
- Providing advice and support to staff and liaising with them.
- Working alongside staff in assessing pupil's needs and ensuring that pupils make progress.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies and visiting support staff.
- Contributing to the in-service training of staff.
- Monitoring, evaluating and reporting to the governing body in conjunction with the designated responsible person.
- Managing teaching assistants whose work is based in the Mary Guest Centre.
- Liaising with line managers of faculty TA's.
- Managing Provision Map and Provision Plans and reviewing regularly.

## **HAVE YOUR SAY**

St Joseph's Catholic School is a community school and we welcome parents and carers as part of that community. We aim to shape and develop provision for all of our pupils ensuring achievement for all; information from parents and pupils is integral to this. Parents/carers are welcome to visit the school when their child is in Year 5 and 6, not only at open evenings, but also during the school day to really get a flavour of how the school works. If you are concerned about your child's learning needs then a meeting will be arranged with the SENDCo to discuss your concerns and the provision which can be made for her. Your child's tutor, the SENDCo, Head of House or named supporter will be your main point of contact.

## **COMPLAINTS PROCEDURE**

If parents/carers have a complaint concerning provision for their child they should initially attempt to resolve this with the appropriate subject teacher. If this proves unsuccessful the matter should be referred to the SENDCO and/or Head teacher.

If the complaint remains unresolved the Complaints Policy should be referred to.

## **LEGISLATION AND USEFUL LINKS**

- Working together to Safeguard Children (2013)
- The Children Act 1989 Guidance and Regulations Vol 2 (Care Planning Placement and Case Review).
- Equality Act 2010 : Advice for Schools (Non Stat advice)
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)
- Mental Capacity Act Code of Practice : Protecting the Vulnerable (2005)

The SEND Code of Practice 2–25 years June 2014 lists the following:

1. SEND Code of Practice for Parents and Carers: <http://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
2. Contact a Family: [www.cafamily.org.uk](http://www.cafamily.org.uk)
3. National Network of Parent Carer Forums: [www.nnpf.org.uk](http://www.nnpf.org.uk)
4. Pupils Education Advisory Service (CEAS): [www.gov.uk/childrens-education-advisory-service](http://www.gov.uk/childrens-education-advisory-service)
5. Family Information Service: [www.daycaretrust.org.uk](http://www.daycaretrust.org.uk)
6. National Parent Partnership Network: [www.iassnetwork.org.uk](http://www.iassnetwork.org.uk)
7. Autism Education Trust: [www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)
8. Bullying Guidance: <http://tinyurl.com/DfE-Bullying-Guidance>
9. Communication Trust: [www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)
10. Dyslexia SpLD Trust: [www.thedyslexia-spldtrust.org.uk](http://www.thedyslexia-spldtrust.org.uk)
11. I CAN (Pupils' communication charity): <http://www.ican.org.uk>
12. MindEd: [www.minded.org.uk](http://www.minded.org.uk)
13. National Sensory Impairment Partnership: [www.natsip.org.uk](http://www.natsip.org.uk)
14. Specifically for post 16: Disabled Pupils Allowance (DSA): [www.natsip.org.uk](http://www.natsip.org.uk)



## Others

1. Wiltshire Local Authority works closely with the Wiltshire Parent Carer Council  
[www.wiltshireparentcarercouncil.co.uk/en/Home\\_Page](http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page)
2. Wiltshire Parent Partnership Services:  
[www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership](http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership).