

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Policy for Special Educational Needs and Disabilities /Inclusion

(INCLUDING ENGLISH AS AN ADDITIONAL LANGUAGE)

Reviewed by:	Natalie Guoite (SENDCo) & Paula Freckleton (Pastoral Lead)
Link Governor:	Gabriella Tiley
Approved by FGB:	19 th October 2022
Review Cycle:	Annually
Next Review Due:	October 2023
Other relevant policies:	Equalities, Managing Behaviour, Safeguarding and Child Protection, Medical conditions

Catholicity

Our ethos is one, which nurtures education through the recognition and celebration of all children's experiences and achievements, whatever the context. Each child is an individual and deserves to be respected and valued as such. Every child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success.

1. INTRODUCTION

St Joseph's Catholic Primary school values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, head teacher, SENDCo and all other members of staff have important responsibilities.

2.LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care plans(EHCP), SEND co-ordinators (SENDCOs) and the SEND information report

3. DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of others of the same age, or
- 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. OBJECTIVES

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND;
- To enable pupils with SEND to maximise their achievements;
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed; this includes gifted and talented children and children with English as an additional language (EAL)
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate;
- To work in partnership with parents to enable them to make an active contribution to the education of their child;
- To take the views and wishes of the pupil into account;

5. ROLES AND RESPONSIBILITIES

5.1 The Governing Body

The Governing Body in consultation with the Head Teacher and Special Educational Needs and Disability Co-ordinator:

- determines the school's general policy and approach to provision for pupils with SEND and ensures that this is set out in the School Offer on the school's web site.
- ensures the School Offer is reviewed on an annual basis
- establishes the appropriate staffing and funding arrangements
- does its best to ensure that any necessary provision is secured for SEND pupils
- maintains a general oversight of the school's work
- identifies a link governor with specific responsibility for SEND
- reports on the success of the school's policy for SEND

5.2 The SEND Link Governor (Gabriella Tiley)

The governing body is corporately responsible for meeting its obligations, but the named SEND governor plays a key role in this area. They inform the governing body on all aspects of SEND in the school to ensure that SEND work is valued and well-supported in the school.

SEND governors will need to carry out these responsibilities in a number of ways:

- building a trusting and supportive relationship with their SENDCo;
- informing themselves about SEND systems and practices in their school;
- keeping SEND on the agenda to be discussed during governing body meetings;
- ensuring that financial decisions do not adversely impact on the support for pupils with SEND;
- ensuring that they know what support is available from outside agencies;
- using their school visits to inform themselves on current SEND issues;

5.3 The responsibility of the SENDCO

The SENDCo at St Joseph's is: Mrs Natalie Guoite

- Ensuring the co-ordination of day to day provision of education for pupils with Special Educational needs at the school;
- The day to day operation of the school's SEND Policy;
- Liaising with, and advising fellow teachers and Teaching Assistants;
- Maintaining the school's SEND register and overseeing the records of all pupils with SEND;
- Advise on the graduated approach to providing SEND support
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with external agencies including Educational Psychology Service, and other support agencies, medical and social services and voluntary bodies;
- Managing reviews where necessary;
- Liaising with the Governor with SEND responsibility;
- Working alongside and managing learning support assistants within the school.
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

5.4 Responsibility of the Class Teacher

- To identify, initially, - that a child may have special needs;
- To inform or seek advice from the SENDCo;
- To gather information about the child and to make an initial assessment of the child's special educational needs;
- To provide specialised additional help within the normal classroom context to meet the needs of the child;
- To monitor and review the child's progress;

- To record interventions, progress and outcomes on class provision maps
- To communicate regularly with parents of SEND children regarding their progress and the support that can be given at home
- To ensure that all staff working with a child with SEND understands the child's need and how best to support them.
- To direct the class Teaching Assistant in supporting the children with SEND.

5.5 Responsibility of Teaching Assistants

- To liaise with the Class Teacher and outside agencies as directed by the SENDCo;
- To provide support for individual pupils as directed by the class teacher; SENDCo, Head Teacher and / or a key worker from an outside agency;
- To keep records of interventions, recording progress of individual children and feeding this information back to class teachers;
- Where appropriate, to make assessments to inform interventions.

6. ADMISSIONS ARRANGEMENTS

The headteacher is responsible for the admission arrangements, which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND. The admissions policy is available on the school's website.

7. SPECIALISED PROVISION

There is a ramp provided for access to the main school building from the playground for any physically disabled pupil or visitor. Both entrances to the Leigh building and the school office provides level entry access.

Both the main school building and the Leigh building have disabled toilet facilities.

Dual height handrails are provided to assist any pupil or visitor who needs it to access the upstairs classrooms.

A shower is available in school.

THE NATIONAL CURRICULUM INCLUSION STATEMENT: THE PRINCIPLES

1. DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances and usually after consultation with other professionals. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work or through the provision of additional learning resources.

If a decision has been made to modify or disapply the National Curriculum, having followed the procedures above and involved the school's governor with responsibility for special educational needs, we would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action. Should we go ahead with modification or disapplication we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

2. CHILDREN WITH DISABILITIES:

- We support pupils with physical disabilities and provide additional resources to meet their needs. The school is committed to providing an environment that allows these children full access to all areas of learning. Some classrooms have been modified for wheelchair access and there are designated points of entry for the school, which also allow wheelchair access. (see specialised provision above)
- Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities or use modified resources. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. These children are also highlighted on planning so that their individual needs are clearly planned for.

3. ARRANGEMENTS FOR INCLUSION TRAINING AT ST JOSEPH'S CATHOLIC PRIMARY SCHOOL:

- The SENDCo and Pastoral Lead attends regular cluster meetings to update and revise developments in SEND and Inclusion.
- In-Service training and individual professional development is arranged with regard to current local and national initiatives, managing performance procedures and individual needs of each class. This training is provided both internally and externally.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate. This is identified through the needs of the individual staff member or the children they support.
- Pupil progress meetings are held at 6 times each year (3 formal and 3 informal) between the Head Teacher, SENDCo, Pastoral Lead, child's Class Teacher and, if possible, the TA (the TA is not always available due to other duties, but any input from them will be taken into account) to discuss the progress of all children and vulnerable groups within the class and provision is then mapped accordingly. Advice is also sought from the Pastoral Lead in school, where appropriate.

4. ACCESS TO THE CURRICULUM

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for all of the week with their peers in mainstream classes by Class Teachers and study the curriculum appropriate for their age. All children with an additional learning need in school are currently being taught within their chronological age group. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this, the school and teachers regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

5. ACCESS TO THE WIDER CURRICULUM

In addition to the statutory curriculum the school provides a wide range of additional activities. These include music lessons, after school clubs, breakfast clubs, tournaments with other schools, school trips and productions. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully. Every opportunity is taken to enable children with SEND to achieve their full potential.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for and the achievements of pupils with SEND. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by SENDCo/Head Teacher
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rates in respect of interventions undertaken
- Pupil interviews and scrutiny of their work
- Scrutiny of planning
- Regular monitoring by the SEND governor
- Maintenance of assessment records (eg whole school provision maps) that illustrate progress over time
- Regular meetings between SENDCo and class/subject teachers (Including the Pastoral Lead)

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

Arrangements for In-Service Training

A variety of opportunities for SEND training is offered, including:

- SENDCO and Pastoral Lead's attendance at local and national courses/conferences including cluster meetings;
- Externally accredited courses eg diplomas, certificates, degrees
- Training for TA's and non-teaching staff eg midday supervisors

- In school sessions on areas such as writing assessment, monitoring targets, best use of TA's
- Arrangements for inducting newly qualified teachers and staff new to the school
- Training opportunities are also in place, led by our Educational Psychologist, to further support the delivery of some interventions. For example, precision teaching.

Links with Other Schools, Teachers and Facilities

- Liaison with secondary school for Y6 to Y7 transfer arrangements
- Special school links for support and training
- Educational Psychology Service (EPS), Education Welfare Officers (EWOs), Behaviour Support Teams, Occupational Therapists, Speech and Language Team, School Nurse, Advisory Teaching Service, Inclusion Team, SEN at Gloucestershire County Council
- Child health services, social services and other groups including voluntary organisations

6. FUNDING

The school receives funding from the Local Authority for Special Needs, within the general school budget, as an amount for children with SEND or medical conditions without an EHCP referred to as devolved funding) and in individual amounts for children with statements of SEND above a specific threshold. The funding is used to provide the support from classroom assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for SEND, to provide cover to enable review meetings to take place and to provide administrative salary costs. Funds received for a child with an EHCP will be allocated to provision for that child, within the terms of their plan, although where provision for a number of children can be usefully combined, this will happen, in accordance with LA advice.

7. IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

Early identification of pupils who may have SEND is essential. Initial expressions of concern may be raised at staff meetings, at TA meetings, pupil progress meetings or informally to the SENDCo or Pastoral Lead. Identification may also come from previous educational experiences, involvement of outside agencies or from parental expression of concern. This should be followed up by the class teacher using the Gloucestershire Guidance Booklet. Concerns are to be backed up by evidence and, where appropriate, reference to the Gloucestershire SEND guidance. Pupil tracking and assessment procedures may also be used as evidence to support concerns.

The SENDCo will then carry out an overview of the child's progress using evidence of attainment in class work and formal standardised test results. This is in order to diagnose more precisely where the pupil's needs lie and therefore to plan for appropriate provision.

If it is agreed that the child:

- shows signs of difficulty in developing Reading, Writing and/or Numeracy skills
- is making unsatisfactory progress in differentiated tasks
- has sensory and/or physical difficulties
- has communication and/or interaction difficulties
- presents social, emotional, behavioural or mental health needs
- Medical conditions

The SENDCo or Pastoral Lead (Depending on need), and the class teacher will agree on a course of intervention, initially producing a My Plan for the child in partnership with the parents. The SEN support takes the form of a four-part cycle (assess, plan, do, review). This is known as the graduated approach. Through this cycle, previous actions are revisited and refined; support provided through interventions to meet the individual's needs and review the effectiveness of the support and the impact on the child's progress. This can progress to a My Plan + where other agencies are involved and culminates in producing an individual EHCP where the needs are deemed sufficient for significant additional internal / external support. This procedure is set out in detail in the School Offer on the school's website.

The Role Played by Parents of Pupils with SEND

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

Parents have the opportunity to discuss their child's progress at regular parents' evenings. We aim to ensure that, for parents of children with SEND, these meetings take place after a pupil progress meeting, in addition to parents evenings. Parent's views will be sought as to what type of support they feel would be best for their child. Parents are given ideas and resources to enable them to continue the support their child needs at home. Parents are always consulted first if any external support is being sought and permission must be given. When a child is

initially placed on the SEND Code of Practice register, parents are made aware of a parent partnership service, SENDIASS Gloucestershire (Special Educational Needs and Disability Information, Advice and Support Service) and how it can support them.

8. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Children with English as an Additional Language are given support with all learning based on their needs. In addition to the in-class support, children with higher needs will be taken for group or 1:1 work with TA. Additional resources will be provided to meet the needs of the individual. A child or young person must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (taken from section 20 of the Children and Families Act, 2014).

9. PETS AS THERAPY

We are fortunate to be able to offer children in school the opportunity to take part in the 'READ 2 DOGS' programme, one day per week. READ 2 DOGS gives children a private opportunity to practise and enjoy reading, away from their peers, to an audience that will enjoy the experience as much as they do. It is a special time for the children as they read their chosen book to the P.A.T (Pets as Therapy) dog, as well as having a chance to get to know the dog as the weeks progress. These dogs are specially registered dogs who normally visit hospitals, hospices, care homes etc. (see the Appendix for the Pets As Therapy Risk Assessment).

10. TRAINING AND SUPPORT

In-service training for SEND is provided for all staff in accordance with the school's Continuous Professional Development and School Development Plan.

11. INDUCTION OF NEW STAFF

All staff new to the school will be inducted into the school's SEND provision by the SENDCo and/ or their mentor. Induction will involve:

- having access to a copy of the SEND policy
- knowing who to turn to for support and advice on SEND issues
- information about particular SEND pupils they will come into contact with
- training in setting targets for pupil My Plan/My Plan + / EHCP if required
- attendance at meetings where SEND issues are discussed (TAs or class teachers)

12. COMPLAINTS PROCEDURE

Concerns should initially be addressed to the Class Teacher. If issues cannot be resolved, parents should arrange to speak to the SENDCo (Mrs Natalie Guoite), the Pastoral Lead (Mrs Paula Freckleton) and/or the Acting Head Teacher (Clare Howells). The usual complaints procedure adopted by the school will normally apply, but if issues cannot be resolved at school level, including where there is disagreement about any aspect of their child's special educational provision, parents can approach the LA at any stage of the SEND process.

APPENDIX

Risk Assessment - Pets as Therapy

Assessment Date: September 2022

Completed By: Natalie Guoite

Hazard	Who does the risk affect?	WHAT FURTHER ACTION IS REQUIRED TO CONTROL RISKS	RESIDUAL RISK		
			High	Medium	Low
Bites and scratches from the dog	Staff, pupils and handlers	<ul style="list-style-type: none">• All dogs that visit are vaccinated, wormed, and treated for fleas• Dogs are groomed before the visit (And throughout the day, where applicable)• All staff and pupils are required to wash their hands after contact with dogs• Handlers clear up dog urine and faeces promptly and dispose of this safely - pupils are told to stay away• Dogs are not taken anywhere near food preparation areas			
Allergies	Staff and pupils	<ul style="list-style-type: none">• We seek parental permission for children to interact with dogs• Those children with allergies will not be able to take part in the Pets as Therapy session.			

Phobias	Staff and pupils	<ul style="list-style-type: none"> • We tell parents and children about the visit in advance • Contact with dogs is optional, and only those who we have had parental permission from will be able to take part in the sessions. 	
Activities involving the dog (Reading)	Staff, pupils, dogs and handlers	<ul style="list-style-type: none"> • Handler(s) remain with dogs at all times • Handler(s) speak to school staff in advance and ensure the area is safe • We check with the handler(s) and set a limit for the number of children who can interact with a dog at once (1 child at a time) • Handler(s) clean up urine and faeces • School staff remove children who misbehave or upset dogs. They will therefore not be able to take part within the therapy sessions 	
Children misbehaving	Pupils, dogs and handlers	<ul style="list-style-type: none"> • Children are told in advance what to expect and how to behave • School staff are present at all times during the visit • School staff are ready to remove children who misbehave or upset dogs 	

Damage caused to school materials, equipment and the school site	Dogs	<ul style="list-style-type: none">• Dogs remain on a lead at all times• Handlers bring suitable toys if necessary• Areas are cleared as much as possible before dog's visit	
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