

ST JOSEPH'S RC PRIMARY SCHOOL
HIGHFIELD



POLICY AND PROCEDURE DOCUMENT
Special Educational Needs and Disability

Policy Reviewed October 2024

Statement of Intent

St Joseph's values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. We place considerable importance on the provision of quality teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate prejudice and discrimination, ensuring all children are equally valued and feel safe.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Ensure all children with identified SEN have full access to a broad and balanced curriculum.
- Ensure children with SEN are included in all aspects of school life, such as trips and clubs.
- Ensure all learning activities are planned in such a way as to enable all children to make progress and experience success.
- Enable accurate assessment to identify strengths and difficulties for children with SEND, which are used to highlight individual strategies and interventions to support them in their learning.
- Work closely with a range of external agencies to ensure that pupils and their families have access to all necessary and relevant support.

The school will work with the LA, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation and transition to secondary school.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Teaching and Learning
- Assessment
- Behaviour
- Child Protection
- Medicines Policy
- Anti-Bullying
- Equal Opportunities
- Parental Involvement

Definitions

The Code of Practice (2105) states that a child or young person has a Special Educational Need or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Categories of SEND

As defined in the Code of Practice, the broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCo will work with pupils, parents, and speech and language therapists where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression.

The school will ensure that provisions are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within the pupil's individual learning plan. We will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils. We will work alongside professionals from outside agencies, such as Behaviour Support Team to ensure pupils are supported effectively.

Sensory or physical needs

We have a duty under the Equality Act 2010 towards individual disabled children. We will make reasonable adjustments, including the provision of auxiliary aids and services to prevent them being disadvantaged. We have a duty to prevent discrimination and we promote equality of opportunity and foster good relationships.

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

Identifying SEND

St Joseph's has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, including the SENDCo, classroom teachers will conduct regular progress assessments (both summative and formative) for all pupils, with the aim of identifying pupils who are making less than expected progress.

Pupils are identified as having in SEND in a number of ways, including the following:

- Child performing below age-related expectations
- Concerns raised by parents/carers
- Concerns raised by teachers
- Liaison with external agencies (e.g. health professionals)

A range of evidence is collected through our assessment and monitoring arrangements. The SENDCo will participate in pupil progress reviews/monitoring, or seek feedback on pupil progress/monitoring from the SLT to support identification of SEN. If a pupil is not making expected progress or their individual needs have changed, the class teacher will work with the SENDCo in order to determine whether additional and/or alternative provisions are necessary. Class teachers should approach the SENDCo for advice or support, if they have concerns about a pupil's progress or a change of needs. The SENDCo operates an 'open door policy' within her core hours, so staff can approach her for advice and support as necessary. Parents can contact the SENDCo via email at srobson@stjh.bwcet.com, or telephone 01207545972 for support and guidance.

Provision for SEND at St Joseph's

All mainstream schools are supported to be inclusive, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met, wherever possible, in a mainstream setting. At St Joseph's, we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress

Graduated approach

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions and support, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

Nature of intervention

Where a child has been identified on the SEND register at St Joseph's, the SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include;

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment

Please see our School Provision Map for information on the support on offer at St Joseph's.

Waves of Intervention

Additional support for children with special educational needs at St Joseph's is offered through successive waves of intervention. St Joseph's 'Whole School Provision Map' outlines the provisions available at each wave of intervention for the four broad areas of need.

Wave 1

All teachers at St Joseph's will provide quality first teaching targeted to the needs of the individual pupils in their classroom.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, understands and can do.
- Access to different teaching strategies and styles so that your child is fully involved in classroom learning.
- Targeted planning (individualised where necessary) to support and consolidate learning, and ensure continuous progress.
- Access to targeted support from a Teaching Assistant or teacher where necessary.
- Specific strategies (which may be suggested by the SENDCo or an outside agency) in place to support your child's learning.

Wave 2

The class teacher will provide appropriate interventions that are additional to those provided as part of the school's usual curriculum and adaptations made within whole class teaching. The triggers for intervention will be concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities, makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in 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.

For your child this would mean:

Access, where necessary, to 1:1 or small group intervention, focusing on specific skill or knowledge development. This may be operated by a teacher or teaching assistant, in or outside of the classroom depending on the needs of your child.

In some cases outside professionals from the local authority, health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents agree. The SENDCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's **class teacher will remain responsible** for working with the child on a daily basis and for planning and delivering an individualised or group programme. Parents will always be kept informed of the action taken to help the child, and of the outcome of this action.

Wave 3

At this stage, children have received long term involvement from the SENDCo and/or long term interventions. Wave 3 pupils may require outside professionals' input for further support to help learners progress to the expected rate.

For your child this would mean:

Access to external agencies, such as education psychology, SENIT (Special Educational Needs Intervention Team), HINT (Low Incidence Needs Team), Behaviour Support, Occupational Therapy, Early Years Liaison or Speech Therapy.

At the stage of seeking advice from external agencies, external support services will usually see the child so that they can advise teachers on new strategies

- fresh targets and accompanying strategies
- provide more specialist assessments to inform planning
- effective strategies to measure pupil's progress, give advice on the use of new or specialist
- strategies or materials, and in some cases provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting Learning Plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded on the Learning Plan continues to be the **responsibility of the class teacher.**

Wave 4

Education, Health and Care Plan (EHCP)

For some children, whose learning needs are severe, complex and lifelong, an Education, Health and Care Plan assessment may be required. This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for pupils with specific barriers to learning that can't be overcome through excellent first teaching and intervention groups. Your child, in this case, will also require specialist support from a professional, or professionals, outside of the school.

For your child this would mean:

The school (or you) can request that the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the additional support required and provided to meet those needs.

Where a request for a statutory assessment is made, the school in partnership with external agencies will have assessed that the child will have demonstrated significant cause for concern and demonstrate a need for extra support beyond the schools ability to provide. The school will provide information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information may include:

- Learning Plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- Age appropriate assessments in literacy and mathematics

- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services, behavioural support or education welfare service.

It may be decided that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such that the child's special educational provision can only be met through an **EHCP**.

An EHCP will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

Parents and Carers

How do I let the school know I am concerned about my child's progress?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you continue to be concerned that your child isn't making progress, you may speak to the Headteacher (Mrs Bircham), or the Special Education Needs/Disabilities Coordinator (SENDCo) (Mrs Robson- srobson@stjh.bwcet.com).

How will the school let me know if they have concerns about my child's learning?

If your child is identified as not making progress, the class teacher, or school SENDCo will set up a meeting to discuss this you in more detail to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning
- Parents will always be formally notified by letter when the school adds their child to the SEN register.

How will the school involve me in my child's learning and support?

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals. Parents of pupils with SEND will be encouraged to share their knowledge of their child; the head teacher and SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.

The formal process for contributing towards children's learning plans and strategies differs between stages of intervention. You will be informed in writing what wave of intervention your child is currently identified as. Please see below the approach for each wave of intervention. At all stages, the school encourages you to contact your child's class teacher, SENDCo or head teacher at any time you wish to raise concerns or contribute knowledge about your child. Please call the school office or contact the relevant member of staff by email.

Individual Learning Plans

Every pupil, who has been identified on the school's SEND register, will receive a learning plan titled either individual education plan (IEP), or one-page profile. Both documents provide a written statement of your child's educational needs and approaches to support them more effectively. It may include additional or different strategies to help them learn; reasonable adjustments to support their learning and relevant background or assessment information. They act to inform and involve teachers, school staff, parents and outside agencies of your child's individual profile and the approaches that support them. They are created in consultation with teachers, parents, outside agencies (where appropriate) and the child themselves, where appropriate. They are reviewed regularly as part of the graduated response to ensure they are effectively meeting the needs of your child.

One Page Profile

Children who have been identified as receiving wave 1 or 2 support, receive a one page profile annually. The annual profile details relevant background information and assessment, their strengths and difficulties, reasonable adjustments appropriate for their needs and additional or different strategies they receive in school. Parents are invited formally to contribute to the production of their profile at parent's evening in the Autumn Term and will receive a copy for their records. Parents will be asked in the Summer term to provide their views on their child's support provided in school, which will support transition to their next classroom. Their progress continues to be monitored regularly by their class teacher and by the school SENDCo. At anytime parents/carers, teachers, the SENDCo, school staff or other relevant adults believe their IEP needs to be reviewed and adjusted this should happen promptly without waiting for the annual review.

Individual Education Plan (IEP)

Children who are identified as receiving wave 3 or 4 intervention will receive a termly IEP. As above, this document will record relevant background information, assessment information, strengths, difficulties and that which is additional to, or different from, the curriculum. It will also focus upon two to five individual targets that match the child's needs and have been discussed with the child and the parents.

The class teacher, supported by the SENDCo, will review a child's individual learning plan three times per academic year to set clear outcomes, review progress, select support and identify parental responsibilities. Teachers will draft learning plans based on their own assessments, the input of outside agencies, the input of the previous teacher, parental views and any other educational advice available. Pupil input will also be gathered in an age-appropriate format. The SENDCo will advise on this where necessary. Parents will be invited to 3 termly review meetings to review progress towards individual targets and collaborate towards the production of their following learning plan.

Monitoring

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- On entry, your child will be assessed against the EYFS baseline, which is reported nationally. Pupils in Reception Class are assessed over the year against age-Related Expectations within the EYFS Profile.
- From Years 1 to 6, your child's progress is reviewed formally every term in Reading, Writing and Maths, and assessed against National Curriculum objectives.

- At the end of each Key stage 2 pupils are required to be formally assessed under the national framework. This is something the government requires all schools to do, and results are published nationally.
- Pupils may have personal targets on their individual education plan which are revised regularly with future action plans/targets being set on an Assess, Plan, Do and Review cycle.
- Teachers meet with the SENDCo on at least a termly basis as part of SEND pupil progress meetings.
- The progress of pupils with an EHC Plan is formally reviewed at an Annual Review Meeting, with all adults involved with the child's education.
- The SENDCo will also monitor the impact of any intervention your child may be receiving.

Early years pupils with SEND

We will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through *Early Years Intervention* and *Early Years Further Intervention* from the Early Years setting and the SENDCo and the child's class teacher will use this information to;

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.
- make any adaptations to the learning environment as appropriate.
- Liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

In the Early Years pupils are assessed on entry using the Reception Baseline Assessment, Language Screen and an internal baseline document. This information is shared with parent/carers through the school reporting system. Pupils who are working below the standard of national curriculum tests and teacher assessment will be assessed using the Engagement Model. It is particularly important in the early years that there is no delay in making any necessary special educational provision. Where there are causes for concern, as identified by a member of school staff, or an external agency, we will meet with parents to discuss necessary provision, including assessment and ongoing support.

EAL

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from actual special educational needs.

Looked After Children with SEND

Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. Teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

Accessibility

- The whole school building is on one floor. There are no learning areas which require stair access.
- A disabled toilet is available with shower and changing facilities.
- We ensure, wherever possible that equipment is accessible to all pupils regardless of their needs.
- Extra-curricular activities are accessible for pupils with SEND.
- Children with SEND are always considered at the risk assessment stage of school trips, so adaptations can be made if necessary to ensure that all children can attend and fully engage with the trip on offer.

Social, Emotional and Mental Health (SEMH) Support

We recognise that pupils with SEND can have social, emotional and mental health needs that require support in school. The emotional health and well-being of all of our pupils is very important to us.

- We have a designated Social, Emotional and Mental Health Lead in school, Mrs S Robson.
- All staff throughout the school continually monitor the emotional health and wellbeing of all of our pupils.
- SEMH is always included in our staff training schedule.
- We have a robust Child Protection Policy in place and we follow national and LA guidelines.
- We have a robust Behaviour and Relationships Policy in Place.

Funding

The Headteacher along with the SENDCo decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of the needs in the school. The Headteacher and the SENDCo discuss all the information they have about SEND in the school including:

- pupils already receiving extra support
- pupils requiring extra support
- pupils who have been identified as not making as much progress as would be expected and decide what resources/training and support is required
- the child's view will be sought informally for review meetings: this may not always be possible with very young pupils/ pupils with delayed development

The school will identify the needs of all pupils with SEND using class provision maps, individual learning plans and EHCP action plans, which identify the resources, training and support required. They will be reviewed regularly and changes made as needed.

Training

The SENDCo's role is to support the class teacher as far as possible with planning for children with SEND. The school regularly provides training and support to enable all staff to improve teaching and learning of children, including those with SEND. This includes whole school training on SEND issues. Individual teachers and support staff attend training courses run by the outside agencies that are relevant to the needs of specific pupils in their class.

Key Personnel for SEND

Head Teacher: Ms J Bircham

Special Educational Needs Co-ordinator: Mrs S Robson, Email: srobson@stjh.bwcet.com

Designated Governor for SEND: Ms C Watts

Roles and Responsibilities

The governing board will be responsible for:

- Communicating with pupils with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The head teacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.

- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health as required.

The SENDCo will be responsible for:

- Collaborating with the governing board and head teacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the head teacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.

- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the head teacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

The DSL will be responsible for:

- Liaising with the head teacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the head teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the head teacher. At St Joseph's, staff should use CPOMS to record causes of concern, behaviour incidence and academic developments.

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head teacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.

- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

Publishing information

The school will publish information on the school website about the implementation of this policy. The governing board will publish details of the SEND information report on the school website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

The policy is reviewed on an annual basis by the SENDCo in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is October 2025.

The information in this policy is taken from:

Updated Special Educational Needs and disability Code of Practice: 0-25years Ref: DFE-00205-2013. (July 2015) available from: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act Sept 2010

Sections 36 – 50 of the Children and Families Act 2014

Care Act 2014

Special Educational Needs Code of Practice. DfEE 581/2001 November 2001 available from DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottinghamshire, NG15 0DJ 0845 60 222 60