

Saint Joseph's Catholic Primary Voluntary Academy



SEND Policy

November 2019
July 2020
September 2021

Saint Joseph's Catholic Primary Academy

Special Educational Needs

Date	Review Date	Special Needs Co-ordinator (SENDCO)	Nominated Governor
September 2021	September 2023	Claire McHugh	Christopher Mack

We believe this policy relates to the following legislation:

- Children Act 1989
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Special Educational Needs and Disability Act 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education (Special Educational Needs Coordinators) (England) Regulations 2008
- Education (Special Educational Needs Coordinators) (England) (Amendment) Regulations 2009
- Equality Act 2010
- Education Act 2011
- School Discipline (Pupils Exclusions and Reviews) (England) Regulations 2012
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014

The following documentation is also related to this policy:

- Quality Standards for Special Educational Needs (SEND) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate SEND provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEND provision is made for them.'

We believe it is our responsibility to publish all details of the SEND provision that we have available in the SEND Information Report.

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We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class and reasonable adjustments are made to ensure inclusion.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with pupils with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

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The school has full provision for pupils who are disabled and will make reasonable adjustments necessary when children's needs dictate.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims and Objectives

We aim:

- To have due regard to the Special Educational Needs and Disability Code of Practice.
- To identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- To ensure all staff recognize a responsibility for the education of children with SEND and maintain high expectations and achievement.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To ensure that reasonable adjustments are made to meet the needs of all children.
- To ensure that pupil voice is included where possible in the planning and implementation of practice.
- To ensure all our pupils, including those with SEND are able to achieve personal success and feel valued within the school family.
- To have high ambitions and expectations for pupils with special educational needs and disabilities.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- To ensure all pupils make effective progress and realize their full potential by extending their skills, knowledge and understanding of all areas of the curriculum and have access to their full curriculum entitlement.
- To share a common vision and understanding with all stakeholders and develop and maintain a working partnership with parents/carers.
- To ensure all staff have training and it is revisited regularly.
- To ensure all training and development of staff at St. Joseph's continues and expertise is utilised.
- To ensure all pupils take a full and active part in school life.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Needs Co-ordinator;
- responsibility for ensuring the Special Needs Co-ordinator access appropriate training.
- responsibility for ensuring the Special Needs Co-ordinator is allocated time to undertake the demanding role of SENDCO;
- delegated powers and responsibilities to the Head of Academy to ensure all school personnel and visitors to the academy are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;
- responsibility for ensuring pupils with SEND have access to all academy facilities;
- due regard to comply with the SEND Code of Practice when undertaking its responsibilities;
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose statement names the school;
- responsibility for publishing a SEND information report;
- responsibility for having in place an accessibility plan outlining what improvements need to be made to the academy facilities so that disabled pupils can access the curriculum;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the academy complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to visit the academy regularly, to liaise with the Head of Academy and the SENDCO and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head of Academy

The Head of Academy will:

- ensure all academy personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the SENDCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant academy personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;

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- be responsible for supervising the statutory assessment, statementing and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the academy's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the academy's website updating stakeholders of how the academy's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability
 - academy personnel have high expectations of pupils with SEND
 - appropriate provision is in place
 - differentiation is put into practice
 - reasonable adjustments are made where necessary
 - the pupil tracking system is effective
- annually report to the Governing Body on the success and development of this policy

Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

Role of the Special Needs and Disability Co-ordinator (SENDCO)

The SENDCO will:

- have the relevant experience and attend training to keep up to date with changes and procedures;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all academy personnel understand their responsibilities to children with SEND;
- work with the Head of Academy to oversee the day to day provision for pupils with SEND within the academy including those with education, health and care (EHC) plans;
- identify the barriers to learning and what special educational needs provision that a pupil requires;
- provide advice and teaching strategies to teachers and support staff;
- inform parents of their child's special educational needs;
- arrange meetings for parents with the school nurse, external support teachers, educational psychologist and health professionals;
- organise in-house and external support for a pupil with SEND;
- monitor this support;

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- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all academy activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key workers to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the academy;
- arrange in-service training for academy personnel and governors;
- help select, train, organise and manage a team of Teaching assistants;
- monitor and keep up to date Personalized Learning Plans and Provision Maps
- undertake classroom observations;
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- attend all Pupil Progress assessment meetings with the Head of School to monitor, identify and discuss children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- keep up to date with new developments and resources;
- attend termly SENDCO Forums to remain up to date with new developments within the Local Authority and Nationwide.
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- provide information for the SEND Information Report;
- review and monitor;

Role of the Nominated Governor

The Nominated Governor will:

- meet with regularly with the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the academy is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;

Role of Class Teachers

Class teachers must:

- have high expectations of pupils with SEND;
- be aware of the academy's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- work closely with the SENDCO;
- be well informed of the special needs and medical conditions of the pupils that they teach;

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- implement any advice and teaching strategies given by the SENDCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes differentiated activities/work to meet children's needs;
- ensure that reasonable adjustments are made wherever necessary throughout the daily routine;
- set challenging targets;
- track and monitor the progress of all pupils;
- inform the SENDCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- undertake appropriate training on induction;
- identify any additional training needs they require;
- ensure that all staff within the classroom are aware of recommendations and reports for children with SEND and these recommendations are implemented as directed.
- ensure that all adults within the classroom are aware of the SEND file and the information within it;

Role of Teaching Assistants (TAs)

Teaching assistants will:

- work closely with the SENDCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in class and out of class support for pupils as required;
- assist in the preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENDCO;
- attend appropriate training;
- suggest training needs;

Role of External Agencies

External agencies may provide support teachers who will:

- be line managed by the SENDCO;
- work closely with the SENDCO, Class teachers and Teaching Assistants;
- work with statemented pupils to meet the objectives of their EHCP's;
- develop planning for teachers and Teaching Assistants;
- undertake continuous pupil assessment;
- keep up to date pupil records;
- develop support materials;
- provide in-house training on specific topics;
- meet regularly with the SENDCO, teaching staff and parents

Role and Rights of Parents

We encourage parents:

- to work closely with the academy in order to develop a partnership that will support children with special educational needs. (see Partnerships)
- to be aware of their child's targets and their progress towards them;
- to take part in the review of PLP's and Provision Maps;
- to attend and take part in annual reviews

Role and Rights of Pupils

We encourage pupils with special educational needs and disabilities to understand their rights and to take part in:

- assessing their needs;
- setting learning targets;
- the annual review;

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Graduated approach

We feel it is vital that pupils with special educational needs and disabilities are identified at an early stage. Every teacher in this academy is responsible for identifying pupils with special educational needs.

We will inform parents at the earliest opportunity of the academy's concerns and to work in partnership with them to establish the support the child needs.

We will adopt a graduated approach coordinated by the SENDCO and using the following four stages of action: **Assess, Plan, Do and Review.**

Parents will be kept well informed of and involved in all four stages.

Assess

- Working with the SENDCO and the child's parents an analysis of the child's needs will be undertaken by the Class teacher/Early Year's Practitioner when trying to identify what SEND support is required.
- Support is put into place and is reviewed regularly to ensure that the support is matched to need.
- More specialist assessment will take place if there is no improvement in the child's progress.
- This will be organised by the SENDCO with the agreement of the parents.

Plan

- When it has been decided to provide SEND support all parties will decide:
 - the expected outcomes
 - what interventions and support are required.
 - the expected impact on progress, development or behaviour
 - on a review date
- Plans will take into account the views of the child.
- Parents will reinforce the provision by contributing to progress at home.

Do

- The SENDCO and the Class Teachers/Practitioners oversee the implementation of the interventions as part of the agreed SEND support.
- The Class Teachers/Practitioners supported by the SENDCO assesses the child's response to the action taken.
- The SENDCO offers continuous advice on the effective implementation of support.

Review

- The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the SENDCO, the Class Teachers/Practitioners where possible and the child's parents.
- The SENDCO meets with the children to gain the views of the child which are also taken into consideration.
- In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned.
- A cycle of review meetings will continue with all parties attending in order to identify the best way of securing good progress.
- All parties will agree to any specialist involvement if a child continues to make less than expected progress.
- An Education, Health and Care assessment may be requested if a child continues not to make the expected progress despite the amount of support and intervention that has been given.
- If a child has an Education, Health Care Plan the Local Authority must undertake a review annually.
- Detailed records will be maintained by the SENDCO which will be available to the child's parents.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

Record Keeping

Accurate and up to date records will be kept that provide:

- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under SEND support
- details of the involvement of specialists
- evidence of involvement with parents
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided.

Range of Provision

The academy aims to provide a variety of provision by way of:

- Quality first teaching.
- In-class support either individually or in small groups with specialist teachers or Teaching Assistants.
- Withdrawal support either individually or in small groups with specialist teachers or Teaching Assistants.

Inclusion

Every effort will be made to include pupils with SEND into all academy activities and put reasonable adjustments into place where necessary. We will monitor the number of extra-curricular activities that they take part in.

Partnerships

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child. The SENDCO will endeavor to maintain a high profile and will build and maintain excellent relationships between home and school. The ICE team works closely with the SENDCO and the Senior Leadership Team and provides opportunities for parents to attend weekly drop in sessions for informal discussions, support and advice and to develop a close working relationship and foster good home school links.

Pupils with special educational needs will benefit from the academy's close working relationship with the numerous external support agencies, which offer advice and support.

We feel that the provision for special educational needs in this academy will benefit from the close links we have with other schools by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

Curriculum

The academy aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in literacy and numeracy but in all curriculum areas and in all aspects of academy life.

Complaints Procedure

Parents who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the academy in order to resolve the issue.

The Local Authority must have in place '**arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.**' (SEND Code of Practice). A link to the Local Offer is available on the School Website.

SEND Information Report

Information about the implementation of the policy for pupils with SEND will be set out in clear and straightforward language and easily accessible to parents and young people. The information can be found on our school website and also included as an appendix.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Academy Handbook/Prospectus
- the Academy Website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

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- academy events
- meetings with academy personnel
- communications with home such as weekly newsletters, Class Dojo and newsletters
- reports such annual report to parents and Head of Academy reports to the Governing Body
- Outdoor notice board
- ICE team drop in sessions.

Training

All academy personnel and governors:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - the SEND Code of Practice
 - the graduated approach
 - inclusion
 - differentiation
 - pupil tracking
 - working with pupils with SEND
 - Safeguarding and Child Protection
 - intervention programmes
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Awareness training will be provided by the SENDCO and by support teachers on specific topics and concerns.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this academy.

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Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head of Academy and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

<ul style="list-style-type: none">• Curriculum	<ul style="list-style-type: none">• Teaching and Learning
<ul style="list-style-type: none">• Differentiation	<ul style="list-style-type: none">• Assessment
<ul style="list-style-type: none">• Complaints Procedure	<ul style="list-style-type: none">• Disability Equality Scheme and Disability Accessibility Plan for Pupils
<ul style="list-style-type: none">• Looked After Children	<ul style="list-style-type: none">• Inclusion
<ul style="list-style-type: none">• Pupil Behaviour & Discipline	<ul style="list-style-type: none">• Admissions
<ul style="list-style-type: none">• Safeguarding and Child Protection	

Headteacher:	<i>E Mc Cullagh</i>	Date:	September 2021
Chair of Governing Body:	<i>R Mellows</i>	Date:	September 2021

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Special Educational Needs and Disabilities Policy				✓

This policy affects or is likely to affect the following members of the academy community (✓)	Pupils	Academy Personnel	Parents/carers	Governors	Academy Volunteers	Academy Visitors	Wider Academy Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups															Conclusion														
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No				
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
		✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓			✓			✓			✓			✓			✓					✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No	
	✓			✓			✓			✓			✓			✓			✓			✓			✓					✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
K.KEYS	Autumn 2017	C. Mack and M. Henry	Autumn 2019
Emily McCullagh	September 2021	C Mack	September 2021

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Appendices

Special Educational Needs Information Report (Accessible on the school website)

List of Acronyms

Appendix I- SEND INFORMATION REPORT

SEND Information Report - September 2021

St Joseph's is a small, single entry school. We strive to provide an education which develops the 'whole child' in a caring, Christian ethos. We have a vision that, it is our shared responsibility to ensure all children receive an education which will prepare them well for the next stage of their education and to have a belief in themselves and their own ability. It is important that we give them the skills to aspire to be the best that they can be.

The categories of SEND for which provision is made at St Joseph's.

We cater for pupils who experience difficulties in: -

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled and will make reasonable adjustments necessary when children's needs dictate.

How St Joseph's identifies children who need extra help.

St. Joseph's Academy is an inclusive school and we value all children. At St. Joseph's we will use the following to identify children with special needs in a number of ways.

- Concerns/information received from a parent.
- Liaison with pre-schools/nurseries. Early Years Foundation Stage Assessments. (EYFS)
- Concerns/information received from a teacher/Teaching Assistant (TA).
- Concerns raised during pupil progress meetings.
- Liaison with previous educational setting.
- Child Psychologist or Learning and Cognition Team identification.
- Use of appropriate assessment or screening.
- Teacher observations.
- Reports from a wide range of outside agencies such as education professionals, health and social care professionals.

Our SEND policy will give you more information of how we make provision for all pupils with SEND. This is available on the school website under the SEND section.

What should a parent do if they think their child has SEND?

Talk to us!

The first point of contact for a parent to discuss general concerns would be the child's class teacher, then the SENDCO, or another member of the Senior Leadership Team.

If parents should ever be dissatisfied they can contact the Head Teacher.

How will St Joseph's support children with SEND?

At Saint Joseph's all classroom teachers are expected to differentiate their work to ensure that individual students' needs are met and that all students achieve their academic potential through Quality First Teaching.

Quality First Teaching is the first priority for children with Special Educational Needs and Disabilities. Further to the QFT the following will be put into place.

- Additional support for pupils with special educational needs is outlined in a provision maps or personalised learning plans. These are reviewed on a termly basis or earlier if necessary.
- Any provision made via an Educational Health and Care plan will be reviewed 6 monthly for those in Foundation Stage and Annually thereafter.
- Support is provided for pupils with SEND by the class teacher, teaching assistant, as well as medically trained staff and school nurse where appropriate. In addition to this the school will seek specialist advice as and when necessary.
- Information is communicated to parents through a variety of processes including e-mail, in writing, by telephone and/or in person.
- Special exam arrangements for identified students are organised for those children throughout the school with specific SEND issues.
- SEND is reported to the Governors on a regular basis and is a standing item on the agenda. The Governor with specific responsibility with SEND is actively involved in the management of SEND provision.
- Views of the parents/carers are sought and where possible acted upon.
- Intervention support is delivered by class teachers, TAs and specialist professionals.
- We seek advice and support from Educational Psychologists and the Specialist Advisory Service, Speech & Language, Educational Team for Hearing and Vision, Barnardo's, Young Minds Matter, Occupational Therapy and other professionals necessary to meet the needs of individual children.

How will parents know how their child is doing?

At St. Joseph's we work collaboratively with parents and ensure that communication with families is a priority. We do this in the following ways.

- The school operates an open door policy so teachers are available to discuss progress or concerns at a mutually convenient time.
- The ICE team provide a weekly 'drop in session' for parents to come for an informal chat, advice or support.
- Parents receive regular reports outlining pupil progress and targets. Termly open afternoons are available for parents to discuss their child's learning.
- Opportunities are available for regular communication between home and school via text, school newsletter, telephone calls or seeing parents at the end of the day when they collect their child from school or at a mutually convenient time.
- Parents are given advice where necessary on how to support their child out of school.
- Parents are able to speak to or meet the SENDCO whenever needed at a mutually convenient time. SENDCO is available in the playground before school 1 morning a week as well as at the door mornings and evenings for parents to approach.
- For children with an EHCP the SENDCO has regular contact both formally and informally with parents to ensure that parents remain updated and are able to share any concerns.
- Review meetings are held with SENDCO, Class Teacher and the Specialist Advisory Team to review progress and share views.
- Annual review meetings for children with EHCP are held with parents and professionals involved.

Parents/carers are invited, where appropriate to meet with other professionals/external agencies involved with their child.

How are parents involved in discussions about planning for their child's education?

At St. Joseph's parents are valued and are important and are involved as much as possible in planning their child's education. Parents are involved in a variety of ways including the following:

- Through open afternoons
- Through the annual review process (pupils with an EHCP)
- By contacting the Academy to request a meeting to discuss their child's education.
- Parents are invited into school to support their children's learning in celebration assemblies, trips and visits, listening to children read, volunteering in school.
- Children's and parent's views are taken into account via questionnaires, student council and person-centred reviews.

How are children involved in discussions about planning for their education?

Children's views are taken into account through general informal discussions.

- Children regularly evaluate their learning in both formal and informal ways. For example, formally through interviews and questionnaires. And informally through circle time discussions, reflection times and topic reviews.
- Children are asked about their own strengths and areas that they need to develop and what strategies and rewards could be used.

How do we support pupils' overall wellbeing?

The pastoral, medical and social support system available for pupils with SEND covers SEND, Behaviour, Pastoral, Attendance, and Child Protection.

All staff at St. Joseph's work together to provide a safe, secure and supportive environment to support all children.

- We have a team of teaching assistants all of who support children with SEND and social, emotional, communication and behavioural difficulties in the classroom.
- Pastoral support is also provided by the ICE TEAM for children with social, emotional, communication and behavioural difficulties in the form of group activities or bespoke programmes.
- Early Help referrals will be made if necessary at the request of parents.
- The school policy for behaviour/discipline is transparent and made clear to all pupils. It is enforced consistently by all staff.
- In terms of attendance, a process of first day contact is in place and attendance levels are monitored closely. The Academy employs a part-time EWO (Education Welfare Officer) who supports students who have issues with their attendance. Good attendance and punctuality are recognized and celebrated in assemblies.
- Medicines and related paperwork are kept securely in the school office. Medication and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens are not locked away and are always readily available to children.
- St. Joseph's has a disabled toilet and showering facilities. We have trained first aiders.

The views of pupils are taken into account via questionnaires and input in the Student Council which has two representatives from each KS2 class.

How do teachers ensure learning and development provision is matched to individual pupils' needs?

At St. Joseph's we believe that the 'whole child' is important and the learning and social and emotional needs of the individual child is a priority to all staff throughout the whole of the day.

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- Differentiation of adapted tasks, are undertaken in line with the children's needs using different teaching and learning styles e.g. Kinesthetic, Auditory, or Visual learners or adaptations could be made to the curriculum, etc. These are implemented by Teachers/Teaching Assistants where necessary.
- The range of approaches, help individual pupils' needs because the pupils feel 'included' and more confident.
- Differentiation allows the children to maximise their learning both within the classroom and the wider environment.
- Reasonable adjustments are made to ensure children's needs are met.
- Classroom organization is arranged to support all children's needs using a range of resources e.g. Standing desk, creation station, individual seating area, small group areas, cosy corners and areas of safety agreed with individual children, specific display areas for individual children.
- Visual displays to be child friendly and relevant to learning.
- Resources are purchased where possible to support individual children's needs. These include items such as ear defenders, fiddle toys, 'wobble cushions', standing desks, ICT resources, coloured paper/overlays for Irlen's, stress balls, Quest bike, writing frame etc.
- Teaching assistants are trained to support children in a variety of ways including delivering interventions and teaching programmes e.g. Read Write Ink, POPAT, Sentence Building, Reading inference, Precision Teaching, Numicon and All By Myself etc.

Children know who to go to and where to go should they need support.

How are the St Joseph's resources allocated and matched to pupils' SEND?

The Head Teacher and Business Manager allocate the schools SEND budget.

- Priority is given to the deployment of a high level of teaching assistants.
- Relevant Training is undertaken.
- Physical resources are available to support students with SEND to meet their needs.

What specialist services and expertise are available or accessed by the St Joseph's?

- The majority of staff have received first aid training and nominated staff are able to administer Epipens should the need arise.
- First Aiders.
- A vast majority of staff are trained in the Team Teach methods for behaviour management.
- With the support of the relevant services we are able to deliver bespoke physiotherapy, occupational therapy and speech therapy programmes as required.
- In addition, the school is able to access support from the Applied Psychologies Educational Psychology Service, Specialist Advisory Service, Barnardo's and Health professionals.

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- The SENDCO holds termly consultations with the Specialist Advisory service and Applied Psychologies Educational Psychology Service.
- The Academy also has well established working relationships with many other outside agencies. We access a range of outside agencies when necessary though our involvement in Early Help Assessment, CIN, CP and Multi-Agency Meetings. Including the following:
- Children's Safeguarding Service
- Health Care, school nurse
- Young Minds Matter
- Barnardo's
- Occupational Health
- Physiotherapy
- Epilepsy Nurse
- Cystic Fibrosis Team
- ETHV
- LAC Team
- Child Development Centre
- Parent Partnership

How St Joseph's review the progress of children with SEND.

- A range of assessment tools are used to assess progress including Pre Key Stage Attainment Strands (PAS)
- Class teachers continually assess the children within their care and notes areas where they are improving and where they can develop further.
- Interventions are put into place and are regularly evaluated.
- Ongoing cycles of Assess, Plan, Do, Review.
- PLPs are reviewed termly in October, February and May.
- Review meetings are held with SENDCO, Class Teacher and the Specialist Advisory Team to review progress and share views.
- Annual review meetings for children with EHCP are held with parents and professionals involved.
- Children are discussed and progress tracked during Pupil Progress Meetings with the Head, SENDCO and Class Teacher present.

How accessible is St Joseph's environment?

St Joseph's is a flat site and therefore is accessible to wheelchairs. Improvements have been made to the building in respect to the auditory environment in that new classrooms have been built which will meet current statutory requirements. All teachers have also been made aware with a checklist of how to make relevant changes to the environment.

Disabled toilet facilities are available.

The school communicates with parents whose first language is not English through the support of School Staff and volunteer parent helpers for whom English is not their first language.

If requested the school will endeavour to involve a translator if necessary for any meetings necessary.

How are pupils included in activities outside the classroom including trips?

All pupils with Special Educational Needs and Disabilities are able to access all of the school's activities, including extra-curricular activities and school trips both day visits and residential trips.

Discussion with parents will be undertaken to ensure that the children's individual needs are catered for.

Advice is sought from the relevant agencies to ensure needs are met.

How does St Joseph's manage the administration of medicines and personal care?

Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.

Staff have training regarding conditions and medication affecting individual children so that staff can manage medical situations if the need arises.

If a child requires personal hygiene or medical care this will be managed through an individual care plan.

Staff Training

The SENDCO attends relevant, up-to-date training on a regular basis.

Local Authority training is offered, which is in turn cascaded, to all members of staff. Any training opportunities available are shared and staff are encouraged to attend if possible.

All teaching staff are expected to attend five days' training per year. TAs are expected to attend training in line with their working hours.

The SENDCO holds regular meetings with teachers and teaching assistants to share good practice including ASD awareness training, ADHD training, Dyspraxia training, and to arrange any specialist training deemed appropriate.

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The SENDCO attends termly SENDCO forums to ensure updated information is received.

A vast majority of staff have received Team Teach Training, Epilepsy Awareness Training and Fire Safety Training.

Designated members of staff have received Makaton training, Downs Syndrome awareness training, See and Learn, Numicon training, Autism awareness, PHaB training, Attachment Training, Speech, Language and Communication training and Behaviour Management Training, Dyspraxia Training and Dyslexia training.

How does St Joseph's prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?

For children already identified as having SEND, the SENDCO will contact a child's previous school to discuss the child's individual needs. A meeting is held with either the Head Teacher or SENDCO prior to admission to ensure that any concerns are shared and targets may be set.

The SENDCO ensures that she checks in on the child regularly during the first few days to begin to build up a relationship with the new child.

Children joining our school from other schools are appointed a peer mentor from within their class to support and guide them during their initial weeks. A member of the ICE team works closely across all year groups with all new pupils ensuring they know their way around the school building, are familiar with school routines and rules and providing a friendly face and a supportive/listening ear.

Teachers will make every effort to speak to previous class teachers to ensure they are aware of the children's needs and abilities.

For children moving from our school to another school prior to Y6 transition, the class teacher will complete a transition report. This lists the child's present levels for Maths, Reading and Writing. We will also pass on a copy of the more recent pupil report. For children with SEND all reports pertaining to each child's needs will be sent on their new school.

To help prepare and support Y6 pupils transition to their secondary school a member of staff from the new school visits our school and meets with class teachers. The SENDCO will also hold a meeting with the Academy SENDCO to discuss individual children in more detail. In addition, an Induction/Experience day is held for all pupils. Vulnerable pupils are offered bespoke packages, either individually or in small groups.

How parents are involved in school life.

We provide opportunities for parents to share and celebrate achievements during class Show cases, weekly Good Work Assemblies, newsletters, Class Dojo, Liturgies, Masses, Open afternoons, Summer/Christmas Fayre's, Enterprise activities, etc.

- Parents are welcome to help out as volunteers.
- Parents are invited to Acts of Worship, Showcases, Children's Productions etc.
- Teachers are available morning and night to greet and to say goodbye at the end of the day and daily contact is made with parents.
- Newsletters, Class Dojo and the texting service is used to keep parents up to date.

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Who to contact if you have any concerns?

If parents should ever be dissatisfied they can contact the Head Teacher / SENDCO or Member of the Senior Leadership Team.
If parents/carers are considering whether to join St Joseph's Academy they should contact the school office to make an appointment to view the school and meet the Head Teacher.
Telephone number 01472 690672

Who to contact if you need support for yourself or your family?

Outside independent support for parents is readily available from the Parent Partnership Services available. Information on how to contact them can be obtained from the SENDCO, School Website or from the North East Lincolnshire Website.
The Local Offer is available to view from a link on our school website or directly on <http://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>
Family Information Service - fis@nelincs.gov.uk
SENDIASS - Barnados.org.uk
Parent Partnership - nelppf.co.uk

**St Joseph's Information Report for children with Special Educational Needs and Disabilities was reviewed in September 2021.
It will be reviewed in September 2022**

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Appendix 2
Acronyms

SEND - Special Educational Needs and Disabilities.

PLP – Personalized Learning Plan

SENDCO - Special Educational Needs and Disabilities Co-Ordinator

T A - Teaching Assistant

COP - Code Of Practice

EP - Educational Psychologist

SENSS - Special Educational Needs Support Service

SALT - Speech and Language Therapy

ASD - Autistic Spectrum Disorder

ESPD - Educational Service for Physical Disability

ESVI - Educational Service for Visually Impaired

ESHI - Educational Service for Hearing Impaired

EWO - Educational Welfare Officer

LA - Local Authority

RSA - Request for Statutory Assessment

SAS – Specialist Advisory Service