

St. Joseph's R.C. Primary School and Nursery



Special Educational Needs and Disabilities (SEND) Inclusion Policy

July 2024

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Special Educational Needs Policy and Information

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SEND and Inclusion Policy

Legislation and guidance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs and Disabilities (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014 [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#)

[-Part 3 of the Children's and Families Act 2014](#) which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#) which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010 [Equality Act 2010](#)

Education Bill 2011 [Education Act 2011 \(legislation.gov.uk\)](#)

Children and Families Act 2014 [Children and Families Act 2014 \(legislation.gov.uk\)](#)

Definition

A child or young person has SEND 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, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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.

Draft Special Educational Needs and Disability Code of Practice 0-25 years (April 2014)

Admission and Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. All the teachers in the school are teachers of children with Special Educational Needs. As such, St. Joseph's Catholic Primary School adopts a 'whole school' approach to special educational needs which involves all the staff adhering to a model of good practice. As a Church School we view every child as a precious child of God – unique and worthy of the best that we can give.

- ❖ Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- ❖ Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- ❖ English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- ❖ We focus on individual progress as the main indicator of success
- ❖ We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- ❖ Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils keep up.
- ❖ Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our SEND & Inclusion policy and practice in this school are to:

- ❖ Provide curriculum access for all
- ❖ Secure high level of achievement for all
- ❖ Meet individual needs through a wide range of provision
- ❖ Attain high levels of agreement and participation from pupils, parents and carers
- ❖ Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- ❖ Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- ❖ Work in cooperative and productive partnership with the Local Authority, 'cluster' schools and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- ❖ Promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- ❖ Ensure that every child has the chance to fulfil their potential and is prepared for life in all its fullness.

Ethos

All children have individual needs, not necessarily special needs; they have learning differences, not necessarily learning difficulties. However, if a child's individual needs are not met, they may become special needs. It is the role of the teachers to try to meet the children's needs by recognising and responding to their learning differences. If a child has special needs which require a differentiated approach, it is the responsibility of all the teachers who teach that child to try to address those special needs.

It is to such children that this policy refers. Together with our behaviour policy, it is intended to take account of the following areas of need: communication and interaction, cognition and learning, behaviour, emotional and social development, sensory and/or physical.

The school's Catholic ethos ensures that all children are valued as unique and special individuals, each able to contribute to and enrich each other's lives. This vital ethos permeates St. Joseph's Catholic Primary School from policy to practice.

The 1997 Green Paper Excellence for all Children signalled our commitment to the principle of inclusion. The SEND and Disability Act 2001 delivered a stronger right to mainstream education, making it clear that where parents want a mainstream place for their child, everything possible should be done to provide it.

“Inclusion is about much more than the type of school that children attend; it is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school.”

Removing Barriers to Achievement (2004)

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

SEND Code Of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies :2009)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

Identification and Assessment at STAGE 1

Well differentiated, high quality teaching including, where appropriate, the use of **Wave 1** or **Wave 2** interventions.

Children’s needs should be identified and met as early as possible through:

- ❖ The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- ❖ Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- ❖ Following up parental concerns
- ❖ Tracking individual children’s progress over time
- ❖ Liaison with feeder nurseries on transfer
- ❖ Information from previous schools

- ❖ Information from other services
- ❖ Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDco.
- ❖ Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
 - ❖ 'The Dyscalculia Assessment' will be used to assess children in Maths. It will be used for those children who are working 1 + years below the expected for their year group. This will identify gaps in learning and will allow the SENDco and class teacher to draw up an individualised Maths programme to 'plug' the gaps. This will be delivered by a TA and the child will be re assessed at the end of the intervention.
 - ❖ Involving an external agency where it is suspected that a SEN is significant.

Monitoring and Evaluation at STAGE 1

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- ❖ Pupil progress tracking using assessment data (whole-school processes)
- ❖ Monitoring support plans and support plan targets, evaluating the impact of support plans on pupils' progress.
- ❖ Informal feedback from all staff
- ❖ Ongoing assessment of progress made by intervention groups
- ❖ Work sampling on a termly basis.
- ❖ Classroom observation by the SENDco
- ❖ Teacher interviews with the SENDco
- ❖ Pupil interviews when setting new LEARNING PLAN targets or reviewing existing targets
- ❖ Attendance records.
- ❖ Regular meetings about pupils' progress between the SENDco/Assessment co-ordinator and the Head Teacher
- ❖ Head Teacher's report to parents and governors

Additional SEND Support STAGE 2

- ❖ Pupils will be offered additional SEND support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum on offer for all pupils in the school day i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- ❖ Under-achieving pupils and pupils with EAL who do not have SEND will **NOT** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map and 'watch list').
- ❖ In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole school provision map.
- ❖ It may be decided that a very small number, **but not all** of the pupils on the SEND register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying Special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6000 (above the Average Weighted Pupil Unit) has, or will need to be, spent on a pupil within any one financial year, in order to meet his/her special educational needs, an application will be made to the Local Authority. (with particular regard to the success criteria and SEND Descriptors published as part of the local offer).
- ❖ On the rare occasion where a pupil has a significant, severe and sustained need, it may need to be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP).
- ❖ Where a pupil is in receipt of High Needs Funding and/or an EHCP, a decision will be made as to whether a short-term Individual Education Plan (IEP) is required.

Education Health and Care Plan (Statement of Special Educational Needs) STAGE 3

- ❖ Pupils with a statement of educational needs (pre-September 2014) or an EHCP (post September 2014) will have access to all arrangements for pupils on the SEND list and, in addition to this, will have an Annual Review of their statement/plan.
- ❖ Our school will comply with all local arrangements and procedures when applying for a) High Needs Block Funding b) EHCP and will ensure that all pre-requisites for application have been met through providing a detailed programme of SEND support using our devoted budget at an earlier stage.
- ❖ Review procedures will fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and Local Authority policy and guidance – particularly with regard to the timescales set out within the process.

Our approach to teaching pupils with SEN

High quality teaching is our first step in responding to pupils who have SEN. This may be adapted for individual pupils.

St Joseph's RC Primary School provides teaching and learning opportunities which enable all children to gain access to a broad, balanced and appropriately differentiated curriculum. Our aim is to ensure that all children make good progress in all areas of their learning and reach their full potential. As for all children, children with SEN and disabilities are entitled to be taught by a teacher, not always the teaching partner. Teachers aim to spend time working with all children with SEN, individually or as part of a group.

When allocating additional teaching partner support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult. We operate a Fade and Shade approach to support.

The school has a range of interventions available which are listed and costed on a provision overview. When considering an intervention, we look first at the child's profile of learning so that we can select the intervention which is best matched to the child.

Targets for children with SEN are deliberately challenging to close attainment gaps between them and their peers. Interventions are often crucial in closing gaps. They are monitored closely by both teachers and teaching partners (who monitor progress towards the targets during the intervention) and by the SENCO (who monitors overall progress after the intervention).

Interventions are planned in blocks, these are usually every 6-12 weeks. At the end of each block, children's progress towards their targets is assessed and recorded using Provision Map. The children's Progress Planners are also retained. A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCO monitors interventions to identify 'what works' and what needs to happen next.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do and we achieve this in a variety of ways when planning for children's learning by providing:

- ❖ A common activity that allows children to respond at their own level
- ❖ An enrichment activity that broadens a child's learning in a particular skill or knowledge area
- ❖ An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- ❖ The opportunity for children to progress through their work at their own rate of learning

We offer a range of extra-curricular activities for our children. Opportunities include a range of sporting clubs and musical tuition. School based provision includes opportunities for performance and specialist teaching.

Inclusion of pupils with English as an additional language (EAL)

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English and who uses that language on a regular basis inside or outside of school, EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

St. Joseph's Catholic Primary School strives to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural and linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English, where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and where appropriate Wave 2 teaching.

Parental Support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have regarding their child's progress. We endeavour to fully include EAL parents in the life of the school by wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care (LAC)

Our school recognises that:

- ❖ Children who are looked after in local authority care have the same right as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placements moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- ❖ There are commonly understood reasons (Social Exclusion Report 2003) why children who are looked after in local authority care often fail to make expected progress at school.
 - Placement instability
 - Unsatisfactory educational experiences of many carers

- Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- ❖ There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The class teacher is the designated teacher along with support from the Head teacher and SENDco. The responsibilities of our designated teacher include:
- Monitoring progress of children who are 'looked after' to ensure they have the best life chance possible and access to the full range of opportunities in school
 - Ensuring that children who are 'looked after' have access to the appropriate network of support
 - Checking that the support plan has been arranged and that it is regularly reviewed at least every six months

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Inclusion of pupils who are very able and/or talented.

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

The aims of our school make specific reference to teaching and learning that considers the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- ❖ Pastoral support arrangements are in place for listening to the views of pupils with SEN and measures to prevent bullying through our PSHE scheme of work.
- ❖ Children can speak to Mrs. Trivett, our school ELSA about any worries or concerns. Mrs. Gurney will be a trained ELSA in Autumn 2024.
- ❖ Children with SEN are encouraged to be part of the School Council, Curriculum Ambassadors and wellbeing Warriors
- ❖ Pupils with SEN are also encouraged to be part of after school clubs

Management of SEND and Inclusion within our school

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND and Inclusion Policy to the Special Educational Needs Coordinator (SENDco).

The SENDco is responsible for reporting regularly to the Head and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The SENDco has strategic responsibility for the inclusion of children who have EAL.

Head Teacher

The Head Teacher is Hayley Francis
She will:

- ❖ Have overall responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- ❖ Will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision through;
 - Analysis of the whole-school pupil progress tracking system
 - Maintenance and analysis of a whole-school provision map for vulnerable learners
 - Termly pupil progress meetings with individual teachers
 - Discussions with pupils and parents
 - Regular meetings with the SENDco (SLT)
 - Teaching and learning observations

Working with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school

The Role of the SENDco

Our SENCO has 18 years of teaching experience across the Foundation Stage and key stages 1 and 2.

She has been allocated 2 days a week to manage SEN provision and half a day to manage ELSA

The SENCO is Imogen Gurney
She will:

In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our SENDco will be a qualified teacher and will have statutory accreditation. If a new SENDco is appointed, he/she will gain statutory accreditation within three years of appointment.

In line with the recommendations in the SEND Code of Practice 2014, the SENDco will oversee the operation of the school's SEND and Inclusion policy, completing an action plan after each visit, this includes the following;

- ❖ Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- ❖ Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- ❖ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- ❖ Advise on the graduated approach to providing SEN support
- ❖ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ❖ Be the point of contact for external agencies, especially the local authority and its support services
- ❖ Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- ❖ Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ❖ Ensure the school keeps the records of all pupils with SEN and EAL up to date
- ❖ Analysing the progress and attainment of pupils with SEND in terms of expected national levels.
- ❖ Evaluating regularly the impact and effectiveness of all additional interventions for all children.
- ❖ Line Manager for Teaching Assistants and Learning Support Assistants
- ❖ Contributing to in-service training of staff
- ❖ Ensuring that adequate resources are available for the teaching of children with Special Educational Needs
- ❖ Implementing a programme of Annual review for pupils with an EHCP, comply with requests from an EHCP coordinator to participate in a review
- ❖ Carrying out referral procedures and providing strong evidence arising from previous intervention (additional support from devolved budget) to the Local Authority to request High Needs funding and/or an EHCP when it is suspected that a pupil may have a special educational need which will require significant support.
- ❖ Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learner's provision map.
- ❖ Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- ❖ Attending area SENDco meetings and training as appropriate
- ❖ Liaising with the schools SEND and Inclusion Governor.
- ❖ Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views.

Class Teacher

The Class Teacher will liaise with the SENDco to agree:

- ❖ Which pupils in the class are vulnerable learners
- ❖ Which pupils are underachieving and need to have their additional interventions monitored on the school's provision map – but do not have special educational needs
- ❖ Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional.

The Class Teacher will secure good provision and good outcomes for all groups of vulnerable learners by:

- ❖ Providing effective differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ❖ “ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely ‘additional’ to or ‘different from’ those normally provided as part of the differentiated curriculum offer and strategies” (SEND Code of Practice 2014)
- ❖ Ensure effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.

Professional Development of Teaching and Support Assistants

All staff continue to be trained in how best to support all vulnerable learners in order to maximise their achievement and as part of their continuous professional development. The school has an experienced and highly motivated team of Learning Support Assistants and Teaching Assistants (LSA's and TAs). Staff are committed to developing professionally most often in areas of understanding and specialism that will benefit the children they have responsibility for.

Involvement of Special Support Services

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market/ Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head Teacher and senior leaders will be responsible for reporting to the governors on the efficacy of these arrangements (including value for money).

Transfer and Induction

Links are made with other mainstream schools, when a pupil changes school or leaves school. Links are also made with pre-schools and nursery when a pupil begins school.

- ❖ When pupils with SEND change schools, all information will transfer with them to their new school.
- ❖ Primary pupils with an EHCP receive a Statutory Annual Review of progress report to which the head of Learning Development of the Secondary School is invited to attend.
- ❖ During the Summer Term, the Head Teacher, SENDco or a representative of the Secondary School discusses any pupils who are deemed to have SEND with the SENDco.
- ❖ The SENDco or Class Teachers will make arrangements to meet or visit home and nursery/pre-school of a child with SEND. Informal assessment of provision needs will be undertaken and arrangements made. If the child already has an identified special educational need, this information may be transferred through Early Years Action.
- ❖ In the case of children with a Statutory Assessment and recommended support, every effort is made to appoint a LSA prior to the child being admitted to school. The LSA will then visit nursery and/or home during the summer holidays in order to develop a relationship with the child and prepare for admission to school.

Funding – how equipment and facilities to support children with special education needs will be secured

- ❖ When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- ❖ Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreement and quality assurance criteria.
- ❖ All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- ❖ Informal conversations and home/school communication books
- ❖ Keeping parents and carers informed about attainment and progress and termly parents' evenings
- ❖ Working effectively with all other agencies supporting children and their parents
- ❖ Giving parents and carers opportunities to play an active and valued role in their child's education
- ❖ Making parents and carers feel welcome
- ❖ Focusing on the child's strengths as well as areas of additional need

- ❖ Allowing parent and Carer opportunities to discuss ways in which they and the school can help their child
- ❖ Agreeing targets for pupils, in particular those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing up and monitoring progress against these targets
- ❖ Keep parents and carers informed and giving them support during assessment and any related decision-making process
- ❖ Making parents aware of the Parent Partnership services

Providing information in an accessible way, including where necessary, translated information for parents with EAL

Involvement of Pupils

St. Joseph's Catholic Primary School recognises that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully include all pupils by encouraging them to:

- ❖ State their views about their education and learning
- ❖ Identify their own needs and learn about learning
- ❖ Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- ❖ Self-review their progress and set new targets
- ❖ (for some pupils with special educational needs) monitor their success at achieving their targets

Complaints Procedures

If parents wish to express concern about any provision in relation to SEND or EAL these will be dealt with in the first instance by initial discussion will take place with the class teacher and SENDco and/or EAL coordinator. If the concern has not been resolved the matter may be directed to the head teacher. The Governor with specific responsibility for SEND/Inclusion may be involved if necessary. (see separate Complaints Policy [St Joseph's RC Primary School Complaints Policy](#))

Evaluation and Review of Policy

Governors, in consultation with SENDco, will evaluate and review the Special Educational Needs and Disabilities Policy on an annual basis. Criteria for evaluation will include:

1. Are the aims and objectives being met?
2. Are the children with Special Educational Needs making progress?
3. Is the school policy in line with national and county recommendations?
4. How the school through self-evaluation may seek to be improving SEND provision.

The budget, Policy and School Improvement Planning for SEND will be discussed annually in the Summer term by the Head Teacher, SENDco and SEND Governor.

Statutory Duties of the Governing Body

The Governing Body, together with the Head Teacher, must draw up and agree a policy for identifying and meeting pupils' special educational needs. It must see that there are appropriate funding and staffing arrangements to put the policy into practice, and monitor and evaluate its effectiveness

The Governing Body has a legal duty to:

- ❖ Make sure that the school has a written SEND policy, which is publicly available and easily understood by parents
- ❖ Do its best to ensure that all children with SEND are identified and that their individual needs are met
- ❖ Name a governor or committee to be responsible for oversight of SEND provision in the school and regular reports to the governing body
- ❖ Ensure that staff are aware of the importance of identifying and providing appropriate teaching for SEND pupils and, where relevant, are kept informed of those pupils' needs
- ❖ Make sure that pupils with SEND take part in as many of the school's normal activities as possible
- ❖ Understand and follow the L.A.'s policy on funding SEND ensuring that the budget is being appropriately managed
- ❖ Admit any pupil whose SEND EHCP names their school.
- ❖ Consult and co-ordinate provision with the Local Authority, other schools and other services when this is appropriate
- ❖ Appoint a SEND co-ordinator (SENDco).
- ❖ Ensure that the school follows the SEND Code of Practice 2014

Contact details of support services for parents of pupils with SEN

SENDIASS Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old.

SENDIASS provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education.

SENDIASS can be contacted on: Free phone: 0800 158 3603 (mobile users may be charged)

Direct line: 01452 427566 or 01452 427567 Or email: <https://sendiassglos.org.uk/>

Our local authority's local offer is published here:

[Herefordshire Local Offer](#)

Monitoring arrangements

This policy and information report will be reviewed and updated by Mrs Imogen Gurney annually.

It will also be updated if any changes to the information are made during the year.

It will be approved by the Full Governing Board.