



The Federation of St Joseph's and St Thomas More Roman Catholic  
Voluntary Aided Primary Schools



# Special Educational Needs and Disabilities Policy

Agreed: October 2020  
Review Date: Autumn 2021

*Live fully, act justly.*

This document is a statement of the aims, principles and strategies for the teaching of children who are deemed to have Special Educational Needs and/or disabilities during their time in The Federation of St Joseph's and St Thomas More Roman Catholic Voluntary Aided Primary Schools.

### **Rational**

St. Joseph's and St Thomas More Schools provide a broad and balanced curriculum for all children. The National Curriculum of 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs and/or disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum activities.

Children may have SEND either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

### **Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

### **Definition of Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Code of Practice identifies four areas of SEN, with the intention of helping schools and others to plan their provision and to focus on relevant and high quality interventions:

The four primary areas of special educational need are:

1. Communication and Interaction;
2. Cognition and learning;

3. Social, emotional and mental health;
4. Sensory and/or Physical

### **Aims and objectives**

The aims of this policy are:

- To ensure equality of provision for young people with SEND.
- To take into account legislation related to SEND and Inclusion, including The Code of Practice for Special Educational Needs (2015), The Children Act (2004), Disability Discrimination Act (2005), Progression Guidance (2009) and The Children and Families Act (2014).
- To provide full access for all children to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed.
- To enable young people with SEND to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child.
- To take the views of the young person into account.

### **Educational inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, including trauma or stress, and to take part in learning.

### **Special educational needs and /or disabilities**

Children with SEND have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

In St Joseph's the Special Educational Needs Co-ordinator (SENCO) is Miss K. Haggart and the Inclusion Manager is Mrs E. Turnbull.

In St Thomas More the Special Educational Needs Co-ordinator (SENCO) is Mrs L. Salmon.

In their roles they:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;

- provide advice on a graduated approach to SEND support to staff supporting and liaising with them and where necessary helping in the completion of Education Support Plans;
- maintain the school's SEN register
- contribute to and manage the records of all children with special educational needs, completing relevant documents
- track the progress of SEND pupils using school based data
- manage school-based assessment of children with special needs and complete the documentation required by outside agencies and the LA;
- can act as a link with parents where appropriate;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- act as link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision and reports through the Head Teacher, to the governing body;
- manage, with the Head Teacher, a range of resources, human and material, linked to children with special educational needs.
- Liaise with potential next providers of education
- Work with the Headteacher and Governors to fulfil the Equality Act

#### **The role of the governing body**

- The governing body does its best to secure the necessary provision for any pupil identified as having SEND.
- The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report to parents on the success of the school's policy for children with SEND.
- The governing body has decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.
- The governing body has a member responsible for overseeing SEND in school. Currently this is Mr Michael Blake.

#### **Allocation of resources**

- The Head Teacher, SENCO and Inclusion Manager are responsible for the operational management of the specified and agreed resourcing for SEND within the school, including the provision for SEN support children and those with an Education, Health and Care Plan (EHCP).
- The Headteacher informs the governing body of how the funding allocated to support special educational needs will be employed. The Headteacher, SENCO and Inclusion Manager meet to agree on how to use funds directly related to EHCPs.

#### **Assessment**

- Early identification is vital. The class teacher informs the SENCO/Inclusion Manager and the parents at the earliest opportunity to alert them to concerns and enlists the parents' help. At this point the teacher will complete a short note.
- The class teacher and the SENCO/Inclusion Manager assess and monitor the children's progress in line with existing school practices and Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

- The SENCO/Inclusion Manager work closely with parents and teachers to plan an appropriate programme of intervention and support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The Special Needs Register conforms to The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). Provision for SEND pupils is either in the category of SEN support or EHCP.
- SEN support places emphasis on a graduated approach (assess, plan, do review) with an aim to improve the experience and outcomes for all pupils ensuring high quality teaching and learning. The teacher will complete a Short Support Plan or in some cases a Support Plan.
- The majority of children with SEND will have their needs met within school. The purpose of an EHCP is to ensure SEND provision meets the needs of the child. To secure the best possible outcomes across education, health and social care and, as they get older, to prepare them for adulthood.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Education Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

Support Plans are reviewed three times a year and targets are discussed at parents/carers' evenings and/or individual appointments.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The needs of the majority of children will be met in the classroom.

Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, a different teacher, teaching assistant, outside agency or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

### **Partnership with Parents**

At all levels of the special needs process, the school keeps parents informed and involved. We take account of the wishes, feelings and knowledge of parents at all times. We

encourage parents to make an active contribution to their child's education. We have regular opportunities for parents to discuss the progress of their child. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Annual reviews are held to meet with parents of children with an EHCP all agencies involved with the child are invited.

### **Pupil Voice**

At St Joseph's and St Thomas More Primary Schools we feel it is vital for the child's voice to be included, when appropriate, to create support plans and targets which they feel reflect areas they would like to develop. When creating support plans, a child's thoughts and ideas could be obtained by the class teacher in conversation, or another teacher using the support of talking mats. During a review meeting children will be invited in, where appropriate, to discuss their successes and new targets. The child, parents, teacher and in some cases SENCO will then sign the new support plan. When a child needs a long support plan or an education health and care plan they may create a "My Story" booklet with their teacher and parents in order to share their strengths, likes, dislikes and areas of difficulty with other professionals involved.

### **Partnership with Other Schools and Professional Agencies**

At the end of the Summer Term teachers meet to discuss the educational needs of all children and transition to the next class. Information including short notes and support plans are shared. We have a programme of liaison with St. Leonard's RC School and the Year 6 teacher also meets with the Head of Year 7. The school has a Transition Support Worker currently Mrs Platt who is available to discuss any problems that children may have and is able to assist with including transition issues including behavioural and attendance.

We have an assigned Educational Psychologist bought in from the Local Authority.

We have a school nurse assigned to the school to help and advise with any health/medical issues.

For information about other external agencies which can be contacted for help/advice, please consult the Durham Local Offer:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page?localofferchannel=0>

### **Monitoring and Evaluation**

It is the class teacher's responsibility to monitor the progress of children in their class and identify those that are below what is expected or those that have not made progress. These children are monitored and are recorded as requiring additional support during a Pupil Progress Meeting. This states what the area of concern is and what the teacher intends to do to support the child. The record of the meeting is kept by the Head Teacher and a copy is given to the Class Teacher. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENCO, about whether the child needs to go on the SEN register and a Support Plan is completed highlighting the provision strategies to

be used to support this child. The Support Plan targets will be shared with the child's parents.

The SENCO/ Inclusion Manager monitor the movement of children within the SEN system in school. The SENCO/ Inclusion Manager and the Head Teacher hold regular meetings to review the work of the school in this area.

The school can measure a pupil's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors within the National Curriculum
- standardised screening or assessment tools
- observations from external agencies

### **Complaints procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

Updated September 2020

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## Intimate Care Plan

Name of Child:		
D.O.B		
School Year:		
Date:		
Review Date		
Signed		Parents
Signed		Lead Teacher
Signed		SENCo
Signed		Head Teacher

Care Details
--------------

Resource	Provided by
Storage drawers (to remain in adapted toilet)	School
Pull up nappies (to be stored in school and replaced when necessary.)	Parents
Wipes (to be stored in school and replaced when necessary.)	Parents
Nappy disposal bags (to be stored in school and replaced when necessary.)	Parents
Disposable aprons, masks and gloves (stored in drawers)	School
Change mat for floor area (stored in drawers)	School
Sanitising wipes if necessary for floor etc (stored in drawers)	School



Spare clothes (to be brought to school each day)	Parents
--	---------

## Risk Assessment

Activity / Process / Operation	What are the hazards to health and safety?	What risks do they pose, and to whom?	Risk Level H / M / L	What precautions have been taken to reduce the risk?	Risk Level Achieved H / M / L	What further action is needed to reduce the risk?
Managing children with continence difficulties	Health risks.	Staff and pupil: infection, diarrhoea and vomiting	M	Disposable apron and gloves provided and used by staff. Good hygiene practice observed (washing exposed skin, etc). Staff aware of health/ infection risks. Intimate care plan in place.	L	Work in partnership with parents and child. Follow intimate care plan and update as and when required
	Manual Handling	Major / minor injury to staff and pupil	M	Intimate care plan in place. Staff trained as necessary to lift, carry.	M	Follow intimate care plan and update as and when required
	Child Protection	Allegations of abuse against staff	M	Staff trained and aware of good practice. Staff DBS checked. Liaison with parents to understand procedure using intimate care plan.	L	
	Inadequate Training	Health and safety risks to pupils and staff		Staff are aware of good hygiene practice. Suitable changing arrangements are in place	L	
	Trips / slips / falls	Major / minor injury to staff and pupils	M	Spillage of urine and faeces dealt with promptly and appropriately. Close liaison with parents to	L	Spillage kit kept available. Intimate care plan updated.

				eliminate the problem by using intimate care plan		
--	--	--	--	---	--	--