

St John's Catholic Junior School

"Love one another as I have loved you."

Special Educational Needs and Disabilities Policy

January 2023



Special Educational Needs and Disabilities Co-ordinator (SENDCo)

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Review date January 2024

St. John's Catholic Junior School

Special Educational Needs and Disability Policy – January 2023

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1. Definitions of special educational needs (SEND) set in the legislative context

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 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which they will be taught.

At St. John's Catholic Junior School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

2. Mission Statement:

‘Love one another as I have loved you’

St John's Catholic Junior School is a happy caring school that values the contributions of all, to grow together to achieve excellence and success

We are situated in Bebington, with a catchment area that also includes Port Sunlight and New Ferry

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy will be used alongside and in conjunction with the Local Offer offered by Wirral Local Authority and various other school policies. It is embedded in the teaching and learning framework of the school. Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the SENDCO this policy applies to all other members of staff in their day-to-day responsibilities.

This policy will underpin all other policies in the school and is set within the context of:

The Children and Families Act (2014)

The SEND Code of Practice (January 2015)

The Equality Act (2010)

3. Aims and Objectives: At St. John's Catholic Junior School we endeavour to provide:

- High quality teaching which is differentiated, personalised and available to all pupils.
- a continuous cycle of planning, teaching and assessing which will take into account the wide range of abilities, aptitudes and interests of children in all classes.
- Staff members who seek to identify the needs of pupils with SEND as early as possible.
- Robust systems, which involve parents/carers at every stage in plans to meet their child's additional needs.
- Support which enables a clear understanding of SEND procedures and practices for parents/carers, children and all staff in school.
- an outcomes focused approach to providing the best possible support for our children with Special Educational Needs and Disabilities.
- Effective and continuous monitoring of the progress of all pupils, including those with SEND, in order to ensure that the children are able to reach their full potential.
- Appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Systems which involve the children themselves in planning and in any decision making that may affect them.
- A school environment where pupils can contribute to their own learning and an ethos, which supports supportive relationships with adults in school where pupils feel safe to voice their opinions of their own needs.
- Support of outside agencies if a pupil's needs cannot be met by the school alone.
- Provision, which enables children to move on from us well, equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

4. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Mrs Elaine Mullins (Head teacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Miss Trish Oates (SENDCO).

All of our teachers are teachers of every child or young person, including those with SEND.

The school governing body have a responsibility to oversee the effectiveness of the school's arrangements and provision for meeting special educational needs. Mrs Claire Stewart is the school's SEND link governor.

Other visiting professionals include:

- Educational Psychologists
- Members of the SENAAT team
- School nurse
- Specialist advisory teachers in Literacy and Maths from Orrets Meadow Outreach Service
- Specialist Advisory Teachers for ASC (Autism Spectrum Condition)
- Speech and Language Therapy Service
- Independent Speech and Language Therapist Rachel Barton
- Occupational Therapy Service
- Teachers from the Sensory Impairment Team
- CAMHS Outreach
- Other various medical professionals

5. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND records for individual pupils.

All staff can access:

- St. John's Junior School SEND Policy
- A copy of the full SEND List.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including One Page Profiles, additional support plans, NFER test data, diagnostic and medical information, and copies of EHCP plans when awarded.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Wirral's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

6. Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND those with statements or Education Health and Care Plans (EHCP), and those without.

Children identified, prior to joining our school, as having additional needs are considered carefully when being placed with staff and classes in order to ensure a balance of provision and opportunity. Parents/carers of children with an identified SEN, IHCP or EHCP are invited to discuss the provision that can be made to meet their identified needs. St. John's Catholic Junior School will accept all pupils where the school is named in an Education Health and Care Plan.

All Year 2 children will attend transition sessions at St. John's Junior School, prior to commencing their time in Year 3. Those year 2 children identified by the Infant school as a vulnerable group will attend additional transition sessions. Transition programmes for children with SEND will be personalised and extensive to ensure smooth movement between Key Stages.

The SENDCO will attend all relevant meetings of children moving from St. John's Infant School in to Year 3.

Admissions from other schools to St. John's Catholic Junior School will be considered on an individual basis and will follow the same admission arrangements as for our other children.

7. The process for identifying and managing children with SEND

A Graduated Approach:

1) Quality First Teaching

- a) Pupils falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries are monitored by Class Teachers.
- b) Once a pupil is identified as possibly having SEND, staff will monitor her/him in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to plan for the provision and teaching style required
- d) The SENCO and SLT are consulted as needed, to provide support and advice. They may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category, as continued monitoring will be necessary.
- g) Parents are informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns are discussed with parents informally or during parent/carer evenings.
- i) Parent/Carer evenings are held regularly to monitor and assess the progress being made by children.

2) SEN Support

For more information regarding the school provision for pupils with SEND, please refer to the school SEND Information Report on the school website.

Where it is determined that a pupil does have SEND, parents are advised of this and the decision is then be made to add the child to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is in place and so remove barriers to learning and promote emotional wellbeing. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services are considered. Any parental concerns are noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention match individual need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff are informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They work closely with teaching assistants to plan and assess the impact of support/ interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support is provided by the SENCO.

Review

Reviews of a child's progress are made termly (or sooner if appropriate). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. 3)

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which can be requested by the school or parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan is taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information is gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision is made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer from Wirral Borough Council.

a. Following Statutory Assessment, it may be decided that the needs of the child are not being met by the provision that is ordinarily available. This being the case, in consultation with all the multi-agency professionals involved, an EHC Plan will be drawn together and written by the designated Wirral Council EHCP co-ordinator

The school, the child and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it forms part of the pupil's record and is reviewed at least annually with parents and all professionals involved. The annual review enables provision for the pupil to be evaluated and, where appropriate, for amendments to be made

8. Inclusion of vulnerable pupils, those with SEND

The Head teacher and SLT oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

St. John's Junior School makes all trips inclusive by planning and using accessible places. We offer to take all children on a residential trip in Year 6 and provide additional adult support for individual children as required. Parents are welcome to attend these trips

All children are welcome at our after school activities and support is appropriately organised.

The school will ensure that all children have access to a balanced and broad curriculum, and that the National Curriculum objectives for each year group are taught with enough flexibility to ensure that the needs of each child are met. No child will be excluded from any learning activity due to their SEND, unless it is clearly of benefit to that individual and leads towards inclusion. The school works hard to ensure that extra-curricular activities are barrier free and do not exclude any pupils.

9. In service staff training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEND courses, Local Authority SEND meetings and facilitates/signposts relevant SEND-focused external training opportunities for all staff. Staff meeting time is also dedicated to SEND where necessary, in order to ensure a whole-school approach to meeting the needs of children with SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The Head teacher, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. All staff have access to Continued Professional Development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. Similarly, support staff are encouraged to extend their own professional development and the Senior Leadership Team ensure tailor-made or whole-school training where this is appropriate.

10. Access to the curriculum, information and associated services

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Learning opportunities at St. John's Catholic Junior School are appropriately rewarding and effectively differentiated, using diverse teaching styles. All staff will work to ensure that children are supported effectively in accessing the curriculum. All teacher planning is differentiated in order to ensure appropriate learning outcomes for all pupils. Differentiation takes a variety of forms and this is closely monitored by the SLT through termly book/planning scrutiny and observations of classroom practice. Learning intentions are made explicit and activities are adapted or planned separately as appropriate in order to ensure access to learning for all children.

Alternative methods of responding or recording are planned for where appropriate and children with SEND may access the curriculum through specialist resources such as ICT where this is appropriate. Staff use a range of assessment procedures within lessons (such as recording, role-play/drama, drawing, photography etc.) to ensure children with additional needs are able to demonstrate their achievement appropriately. All children requiring information in formats other than print will have this provided. We adapt printed materials so that children with literacy difficulties can access them, or ensure access through extra adult/peer support/scribing etc.

11. Allocation of resources for pupils with SEND

Parents/carers are informed if any outside agency is involved

Specialised Provision includes:

1. Educational Psychologist visits the school according to timetable, following discussion with referrals made by the SENDCO regarding the purpose of each visit
2. The CAMHS team assess pupils referred to their services and advise teachers accordingly
3. Specialist Advisory teachers from SENAAT (Special Education Advisory and Assessment Team) visit school regularly, working alongside SENDCO, advising and supporting staff, undertaking core subject progress assessments. They attend review meetings and meet with parents regularly
4. Specialist Advisory Teachers for ASC (Autism Spectrum Condition) provide advice and guidance to school and to parents in relation to children with ASC.
5. Teachers from the Sensory Impairment Team work in school to support children, both with and without EHCps, who have vision or hearing impairment.
6. Speech and Language Therapists work directly with children
7. Occupational Therapists and Physiotherapists work directly with children
8. Inclusion Social Worker from Wirral works directly with children within school and with their families.
9. Pastoral care worker, Tina Forster works with children on an individual and group basis, and works with parents to support them and signpost them to appropriate charities and agencies.
10. Trained Teaching Assistants deliver phonics, Socially Speaking, Orrets Meadow Literacy Programme and Orrets Meadow Maths Programme
11. The SENDCO liaises frequently with a number of further outside agencies, for example: Social Services, Education Welfare Service, School Nurse, Community Paediatricians

12. Facilities for vulnerable pupils, those with SEND

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

St. John's Catholic Junior School is a single site, two-form entry Junior School. Entrance to the building is through the main reception area, which is suitable for wheelchair access. All classrooms are accessed via the outer classroom door.

Steps and raised paved areas are highlighted using hazard warning markings to assist individuals with vision difficulties

Toilets are accessible in bathrooms allocated to each separate year group. There are two gender neutral toilets. In addition to this, there is one disability toilet located by the year six classrooms.

Designated disabled car parking space is identified within the school car park.

Children requiring equipment specifically to meet their personal needs will be assessed in order to gain the support that they require. Funding from the SEND budget will facilitate this where needed.

The school has a policy for Supporting Pupils with Medical Conditions

13. Working in partnership with parents and pupils

We at St John's Catholic Junior School believe that a close working relationship with parents and our pupils is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively
- d) Pupil Voice is heard and effectively taken into consideration

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership (WIRED) service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted about future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child

St. John's Catholic Junior School encourages the inclusion of Pupil's Voice in the School Council. Each class has one representative who gathers views from their class and feedback to classes following meetings. We also PASS, Happy Minds and Collective Worship opportunities to record and listen to all pupils voices' throughout the school.

The school's SEND governor, Mrs Claire Stewart, can be contacted at any time in relation to SEND matters, via the school office

14. Links to support services, other agencies and voluntary organisations

St. John's Catholic Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for referral to outside assessment agencies. Pastoral Care Worker is the designated person for liaising with support services and outside agencies.

The school regularly consults various health service professionals. Concerns are initially brought to the attention of the school nurse by the school SENDCo and referrals made as appropriate.

Social Services and the Education Welfare Service will be accessed by the School Safeguarding Team (DSL's Mrs E Mullins Head teacher, Mrs Sarah Storer Deputy Head teacher and Mrs Danielle Chalmers TLR and Mrs Leah Symons. All staff alert the School Safeguarding Team if they have any concerns. The digital system, CPOMS is used to record safeguarding concerns and share, when appropriate.

The school continues to build strong working relationships and links with external support services to support our SEND pupils and aid school inclusion.

The SENDCo attends regular SEND exchange meetings with LA officials to maintain up to date information regarding Wirral SEND Services and procedures.

The SEND Local Offer (Wirral) is a resource to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to children and families who are experiencing some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The Wirral SEND offer can be found at:

<http://localofferwirral.org/>

15. Links with other schools

Creating and maintaining links with other schools has enabled us to share good practice, advice, training and development activities by working in collaboration with local and partner schools.

We have a strong links with St John's Catholic Infant School and our High School and St John Plessington Catholic College

16. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENDCO, who will be able to provide advice on formal procedures for complaint. Our complaints procedure sets out the steps for making a complaint in more detail; the complaints procedure is available on the school website.

17. Evaluating the success of provision for pupils with SEND

The School Governors evaluate the success of the education provided by the school for all pupils. This is achieved through a termly report to Governors. The Head teacher will report detailed data on SEND and whole school developments in relation to SEND and inclusion. It ensures that Governors remain up to date with any legislative or local policy changes.

Pupil progress is monitored in line with the SEND Code of Practice. Pupil attainment and progress data is analysed on a termly basis using standardized data, with particular focus on vulnerable groups. We also analyse data relating to learning attitudes (PASS) behaviour and attendance, using this analysis to plan our provision.

Through the school development plan, we set targets for the year ahead. We report progress against these targets to the Governing Body.

Whole-school monitoring and evaluation procedures include scrutiny of work and planning, and observations of classroom practice through learning walks and 'Deep Dives'. Outcomes pertinent to SEND and Inclusion provision and planning are taken forward by the whole staff and used to build upon successful practice.

SEND provision and interventions are recorded and updated by SLT and SENDCo. These interventions are monitored by TAs and evaluated termly, by the SLT.

This policy will be reviewed and amended annually or sooner if there is a change to any government legislation relating to SEND.

Name: Mrs E Mullins

A rectangular box containing a handwritten signature in cursive that reads "E B Mullins".

Signed: _____

Date: 25.1.23

Name: Mrs C Stewart

Signed: _____ **(SEN Governor)**

Date: ____/____/ ____

Name: Miss P Oates

PMO ates

Signed:

(SENDCO)

Date: 25.1.23

Name: Mrs T Forster

Signed: _____(Learning Mentor)

Date: ___/___/___