

## SEND Policy

Sheffield  
Catholic  
Schools  
Partnership



**St. Joseph's Catholic Academy**

This policy will be reviewed  
annually.

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013);
- SEND Code of Practice 0 – 25 (June 2014);
- Schools SEN Information Report Regulations (2014);
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014);
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013);
- Safeguarding Policy;
- Accessibility Plan;
- Teachers Standards (2012).

This policy has been created by the Sheffield Catholic Schools Partnership SENCOs with the Chairs of Governors, in liaison with Senior Leaders, and all staff and parents of pupils with SEND.

## 1: Introduction

The named person (Inclusion Leader) for managing the settings response to ensuring that the provision we make for children and young people with SEND at this school is Hannah Fern.

### Philosophy

All members of staff, in conjunction with the Governing Body and the Local Authority, have a responsibility to ensure that every young person has an opportunity to attain their maximum potential in all aspects of the curriculum. We work very closely together across the Sheffield Catholic Schools Partnership to ensure that we take positive action, to ensure that our settings make appropriate provision through curriculum planning, delivery and assessment for children of differing abilities, alongside encouraging children to be involved in their own learning and to be aware of their targets.

### Objectives

- 1 To identify and provide for pupils who have special educational needs and additional needs;
- 2 To work within the guidance provide in the SEND Code of Practice, 2014;
- 3 To provide a broad and balanced curriculum;
- 4 To promote self worth by encouraging independent learning;
- 5 To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs;
- 6 To provide a Special Educational Needs Co-ordinator(SENCO/Inclusion Leader) who will work with the SEN Inclusion Policy;
- 7 To provide support and advice for all staff working with special educational needs pupils;
- 8 To ensure consistency of approach between schools in the way that we support pupils who have additional needs.

### Definition of SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. This school regards pupils as having a SEND if they:

- a Have a significantly greater difficulty in learning than the majority of students of the same age;
- b Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the Local Authority;
- c A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

Students 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.

## **2: Aim**

Provision at this school is characterised by:

- Early identification and intervention;
- Removing barriers to learning - adopting a holistic approach;
- The early and close involvement of parents;
- Good communication;
- Tracking and monitoring of pupil's progress;
- Focus on outcomes for children and not just hours of provision/support;
- Raised aspirations of and expectations for all pupils with SEN;
- Close working relationships with outside professionals;
- Class teachers retain responsibility for pupils with SEN and their provision;
- Smooth transition for all pupils with SEN.

## **3: Identifying Special Educational Needs**

The school uses the graduated approach as outlines in "The Code of Practice 2014". To help with this process information is collated from a variety of sources which is then used to plan the next steps. At this school we identify the needs for individual pupils by considering the needs of the whole child, not just the special educational needs of the child. School will refer to the Sheffield Support Grid to identify the level of need that a child/young person is presenting with, and the appropriate support that should be put into place.

**Liaison with feeder settings/schools**

Feeder settings/schools are contacted throughout the year prior to transfer. Information is shared, including from any outside professionals working with the children, about any child who has been identified as having, or previously having, a SEN. Where practicable the SENCO/Inclusion Leader will attend meetings to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

**Individual diagnostic assessments**

Individual diagnostic assessments are used for children where there are concerns. Skills in literacy and numeracy will be carefully looked at together with progress, both previous and present.

**Pupil progress meetings**

Each school holds regular meetings where the progress of every child is looked at and talked through. Where there are initial concerns about a child's progress the next steps to accelerate progress will be planned for by the class teacher. This information will be shared with the SENCO/Inclusion Leader and the child will be monitored.

**Staff observation**

Members of staff consult with the SENCO/Inclusion Leader if they notice pupils who may need specialist help during the school year. Evidence for that concern must be produced, with clear information about what the class teacher has already tried to do to support the pupil.

**Referrals by parents or carers**

Any parent/carer may express concern. Once information is gathered the process is the same as for staff referrals. All parental referrals are acted upon.

## The four broad categories of need are detailed below

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|--|---|
| Communication and Interaction (C&I)        | <ul style="list-style-type: none"><li>● Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</li><li>● Speech, Language and Communication Needs (SLCN)</li><li>● Autism Spectrum Disorder (ASD)</li><li>● Asperger's Syndrome and Autism</li></ul>   |
| Cognition and Learning (C&L)               | <ul style="list-style-type: none"><li>● Severe Learning Difficulties (SLD)</li><li>● Profound and Multiple Learning Difficulties (PMLD)</li><li>● Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co- ordination) and dysgraphia (writing).</li><li>● A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.</li></ul>  |
| Social, Mental and Emotional Health (SMEH) | <ul style="list-style-type: none"><li>● A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as; Problems of mood (anxiety or depression),</li><li>● Problems of conduct (oppositional problems and more severe conduct problems including aggression),</li><li>● Self-harming, Substance abuse,</li><li>● Eating disorders or physical symptoms that are medically unexplained, Attention deficit hyperactive disorder (ADHD),</li><li>● Attachment disorder,</li><li>● Autism or pervasive developmental disorder, An anxiety disorder,</li><li>● A disruptive disorder or, rarely, schizophrenia or bipolar disorder.</li></ul> |
| Sensory and/or Physical Needs (S/PD)       | <ul style="list-style-type: none"><li>● Visual Impairment (VI)</li><li>● Hearing Impairment (HI)</li><li>● Multi-Sensory Impairment (MSI)</li><li>● Physical Disability</li></ul>   |

Other factors may impact on progress and attainment but may not be an SEN. These will need considerations making for and include:

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN);
- Attendance and Punctuality;
- Health and Welfare;
- EAL;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child;
- Being a child of Serviceman/woman.

## **4: A Graduated Approach to SEN Support**

A graduated approach to SEN support is adopted for pupils identified as having SEN. A level and type of support is provided to enable the pupil to achieve adequate progress. Provision is identified and managed by the SENCO/Inclusion Leader but will be planned and delivered by teaching and support staff, and is supported by the Sheffield Support Grid.

### **Wave 1 - Quality First Teaching by all teaching staff**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN;
- Additional intervention and support cannot compensate for a lack of good quality teaching.

School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

### **Wave 2**

Wave 2 is initiated where pupils have failed to make adequate progress as identified by the SENCO through the assessment arrangements available in school. If teachers and parents agree to interventions that are additional to or different from the schools differentiated curriculum then a move to SEN Support\* will be agreed and the pupil will be entered onto the schools SEN register.

\*Please note - the single category of SEN Support now replaces School Action/Early Years Action and School Action Plus/Early Years Action Plus.

Provision from within the schools resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as literacy and numeracy;
- Smaller group sessions;
- Appropriate teaching groups/sets;
- Group support on a regular basis;
- Booster class where appropriate;
- Additional staff training;
- One page profiles/person centred planning tools;
- Pupil friendly Individual Education Plans.

When a child is placed on the SEN register they are monitored through termly reviews. These reviews may be held more frequently than every term, depending on the needs of the individual pupil. These review cycle will follow the **assess, plan, do and review** cycle.

### **Assess**

SEND students may be identified through the teachers' observations and assessment, SEND areas of need (see Inclusion Manager) standardised assessments (Baseline, SATs, etc.), progress checklists, target setting, parental/carers concerns or the students own observations or by external agencies.

### **Plan**

Where it is decided to provide a pupil with SEN Support, the parents **must** be notified. The teacher and the Inclusion Manager should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND pupils will have a Support Plan completed. This will be updated each year by the class teacher with support (if needed) from the Inclusion Manager.

### **Do**

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The Inclusion Manager should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### **Review Process**

Provision Maps are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable). If a pupil has a Support Plan or an Extended Support Plan in place these will also be reviewed and updated at these time.

Students with an EHCP have set long term targets. These targets are established after consultation with teachers, specialist professionals, the parents/carers and the individual

student. Short term targets are written in a support plan to support a child achieve their long term EHCP targets. These targets will be set out and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHCPs will be reviewed annually with the EHCP review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHCP. Students will participate in their Annual Reviews by:

- Attending their review meetings or sharing their views through a pupil voice document;
- Offering their opinion and advice in the setting of targets;
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate..

### **Wave 3**

Where pupils fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

### **Extended Support Plans**

If a pupil's needs fall in band 3 or above on the Sheffield Support Grid it may be appropriate to complete an Extended Support Plan which would collate all of the child's strengths and needs and also plan outcomes and support to help the pupil to progress. It may also be appropriate in some cases to complete an Extended Support Plan for a child where there are particular concerns or anxieties around their progress. These anxieties may come from home, school or another agency supporting the young person.

### **Statutory assessments/Education, Health and Care plans**

If a pupil fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the pupil being provided with an Education, Health and Care plan.

The SENCO/Inclusion Leader is responsible, on a daily basis, for providing support and monitoring and ensuring that pupils with EHCPs receive a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

### **Local Offer**

This school will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found by searching for the school at:  
<https://www.sheffielddirectory.org.uk/localoffer/>

## **5: Criteria for exiting the SEN register**

Where pupils make sufficient progress based on the assess, plan, do and review cycle it may be agreed that a pupil needs no further additional support and may exit the SEN register. Further additional support can be requested again at any point.

All children who have been identified as having an SEN at any point in their school careers are recorded on the schools 'cohort overview', which is kept updated by the SENCO/Inclusion Leader



and shared at the start of each new school year so that all teaching staff are familiar with the needs (past or present) that their current pupils have. This information is also shared with the secondary school.

## 6: Supporting Families

This school has liaised with the Local Authority to produce a Local Offer entry for this school. This can be found in the Sheffield Directory at:

<https://www.sheffielddirectory.org.uk/localoffer/>

It is the school's statutory requirement to provide a **SEN Information Report**; *Regulation 51, Part 3, section 69(3)(a) of the Act* which can be found at:

<https://www.st-josephs.sheffield.sch.uk/page/?title=Special+Educational+Needs&pid=29>

This school endeavours to support pupils with SEN through signposting families to other agencies and services that may be of help e.g. MAST team, Family Fund, Short Break Grants, support groups, training opportunities as appropriate.

All the schools within the Sheffield Catholic Schools Partnership are committed to ensuring that all children have quality transition experiences as they move through our schools. We work closely together to ensure that all children with SEN have bespoke packages of support at this time.

### Admissions

This school will ensure it meets its duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan;
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan;
- Considering applications from parents of children who have SEN but do not have an EHC plan;
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs;
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

### Access arrangements

This school follows national guidance about supporting children to access exams and other assessments. This is overseen by the Senior Leadership Team within school.

## 7: Supporting Pupils at School with Medical Conditions

This school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Further information about the arrangements in place in school to support pupils with medical conditions can be found in the separate policy for this.

## **8: Training and Resources**

- The SENCOs/Inclusion Leader from each school across the Sheffield Catholic Schools Partnership meet regularly to discuss and plan for the current and future needs of children with SEN. This includes training, resources and additional support where appropriate;
- Resources are allocated to support children with identified needs as identified above;
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly;
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals;
- Where necessary specialist equipment, books or other resources that may help the child are purchased, following the advice from outside professionals wherever possible.

## **9: Roles and Responsibilities**

### **The Role of the Governing Body**

The governing body, in cooperation with the head teacher, monitors the schools general policy and approach to the provision for children with SEN, monitors the appropriate staffing and funding arrangements and maintains a general oversight of the schools work.

The governing body:

- Does its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- Ensures that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- Ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs class for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- Has regard to the SEN code of practice when carrying out its duties toward all pupils with SEN;
- Ensures that parents are notified of a decision by the school that SEN provision is being made for the child.

### **The Role of the Headteacher**

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them;
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year;
- Cooperate with local authorities during annual EHC plan reviews;
- Ensure that the SENCO/Inclusion Leader has sufficient time and resources to carry out their functions;
- Provide the SENCO/Inclusion Leader with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school;
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements;
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

### **The Role of the SENCO**

- Be a qualified teacher;
- In collaboration with the Headteacher, the SENCO, and governing body, determines the strategic development of the SEND policy and provision at this school with the ultimate aim of raising the achievement of pupils with SEND need;
- Managing the Inclusion team;
- Collaborating with SENCOs across the Sheffield Catholic Schools Partnership in order to facilitate joint policies, and ensure the maximisation of expertise, resources and mutual support;
- Liaising with and advising colleagues on all matters relating to SEND;
- Contributing to the continuing development and training of school staff;
- Overseeing the review and maintenance of statements/EHCPs and records for all SEND students;
- Overseeing the day-to-day operation of the school's SEND Policy;
- Co-ordinating provision for SEND students;
- Organising and maintaining the records of all SEND students;
- Liaising with parents/carers of SEND students in co-operation with class teachers;
- Liaising with all feeder schools when SEND pupils leave the school;
- Contributing to the continuing development and training of school staff;
- Liaising with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate.

### **The Role of the Class Teacher**

- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the Inclusion Leader and, where appropriate, the pupil themselves;
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment;

- Use appropriate assessment to set targets which are deliberately ambitious;
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving;
- Ensure SEND/PP children are receiving tailored homework (where appropriate);
- Update intervention records termly;
- Update IEP's termly and hand to parents/Inclusion leader;
- Attend termly SEND reviews with Inclusion leader and parents;
- Print off half termly data and place in achievement tracking files;
- Complete pupil progress record sheets before PPM;
- Identify individual children not making progress and inform Inclusion Leader/ Headteacher;
- Update TA timetables, class provision map and IEPS (where appropriate) after PPM;
- Ensure any changes to timetables/updated IEP's etc. are given to the Inclusion Leader.

## **10: Reviewing the Policy**

This policy will be reviewed annually.

## 11: Complaints

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary.
2. If not satisfied, a parent can request an appointment to discuss the complaint with the SENCo or Head Teacher.
3. If still not satisfied, a parent can request a meeting with both the Chair of Governors and the Governor responsible for SEND by mutual agreement to a convenient time.
4. If the problem is unresolved, the parent may contact the Local Authority about the matter.
5. At any time the parent may seek help from the SSENDIAS (see below).

If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. It is in the Special Educational Needs toolkit.

A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available online for reference.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SSENDIAS - Sheffield SEN & Disability Information Advice and Support Service  
(previously Sheffield Parent Partnership)

<http://www.sheffieldsendias.org.uk/>

A copy of the Sheffield Support Grid is available at:

<https://www.learnsheffield.co.uk/Downloads/InclusionDocuments/18-19/Sheffield%20Support%20Grid%20exemplification%20-%20Final%20Version%20-%20March%202019.pdf>