



**St. Joseph's Preparatory School  
Part of the Edmund Rice Family**

**OUR SCHOOL MOTTO IS:**

# **Growing in Faith and Knowledge**

## **OUR SCHOOL MISSION STATEMENT**

St Joseph's Preparatory School is a Catholic School, which was founded by the Christian Brothers and is a place where the staff and governors work to bring the Gospel values into all areas of School life and where prayer, worship and liturgy are seen as meaningful experiences.

Each child is encouraged to strive for the highest possible standards of work and behaviour, whilst learning to live as a well-mannered, self-disciplined and tolerant individual both inside and outside the classroom. The children learn to live as happy and caring members of a School community, which values their unique individual talents and also the needs of others.

St Joseph's Preparatory School values and nurtures a close partnership with parents and encourages the forming of meaningful links with the wider community. The children are encouraged to take part in extra curricular activities in order to develop an interest in sporting, cultural and recreational activities.

St Joseph's Preparatory School up holds fundamental British values and encourages respect for all people.

St Joseph's Preparatory School recognises its legal duty to work with the Local Safeguarding Children's Board acting on behalf of children in need or enquiring into allegations of abuse.

We recognise that pupils have a fundamental right to be protected from harm and require a secure environment in order to learn effectively.

St. Joseph's Preparatory School's Safeguarding Children Policy follows the guidelines laid down by the City of Stoke on Trent Safeguarding Children's Procedures and "Working Together to Safeguard Children"(2013) and "Keeping Children Safe in Education"(2015)

Our motto 'Growing in Faith and Knowledge' encapsulates the School's Aims:

- To provide a caring, Christian community, in which individuals can develop fully.
- To strive for excellence in all areas – academic, sporting, musical etc.
- To provide an ethos which brings the Gospel message alive.
- To develop strong community links.

St. Joseph's Preparatory School has achieved International School Status and is an Eco School.  
We are a Dyslexia Friendly School.

*St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## **SPECIAL EDUCATIONAL NEEDS POLICY**

**Co-ordinator: Mrs Macdonald**

**Updated: January 2016**

**Review January 2017**

**St Joseph's Preparatory School**  
**Special Educational Needs Policy (Staff are notified of regular ISI**  
**updates which are added annually)**

The Governing Body of St Joseph's Preparatory School understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

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## **1. AIMS AND OBJECTIVES**

### **Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 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 school 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 was not made for them.

The following areas are not considered as SEN but may have an impact on Progress and attainment:

- 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). Refer also to the school’s Equal Opportunities Policy and Accessibility plan.
- Attendance and Punctuality. (Refer to the Attendance Policy.)
- Health and Welfare (Refer to the school policy for ‘Supporting pupils with Medical conditions’).
- English as an Additional Foreign Language [EAFL] (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). Refer to the Equal Opportunities Policy.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Service man / woman.
- Behavioural difficulties do not necessarily mean that a child has a Special Educational Need, but consistent disruptive or withdrawn behaviours can be an indication of unmet Special Educational needs and there should be an assessment to determine whether there are any causal factors, e.g. difficulties with communication or mental health issues.

### **Purpose of the Policy**

This document provides a framework for the identification of and provision for children with Special Educational Needs at St Joseph’s Preparatory School. It is written and made accessible for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies.

Staff, Governors, Families and Children and the LEA Early Years Senco Advisor were involved in the process of developing this policy. Drafts were sent out to staff, 5 families including children who receive SEN support and the governor responsible for SEN. Staff Meetings and informal meetings with parents/carers were held to discuss the details within the policy so that contributions could be made.

The policy has also been written with reference to the following guidance and documents:

- The Children and Families Act 2014 enacted on 13<sup>th</sup> March 2014 and which came into force on 1<sup>st</sup> September 2014 and the Education Special Educational Needs and Disability Code of Practice for 0 to 25 years which accompanies this legislation. More details about the SEN Code of Practice can be found on the Department for Education's Website: [www.education.gov.uk/school/pupilsupport/sen](http://www.education.gov.uk/school/pupilsupport/sen)
- Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. The new pathway can be viewed on Stoke on Trent's SEND Local Offer website: [www.stoke-on-trent..sendendlocaloffer.org.uk](http://www.stoke-on-trent..sendendlocaloffer.org.uk)
- The SEND Local Offer is a resource which is designed 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 both to those families in Stoke on Trent that have an Education, Health and Care Plan and those who do not have a plan, but still experience some sort 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.
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions – April 2014
- Statutory Framework for the Early Years Foundation Stage ( Developmental Matters)
- The National Curriculum in England Key Stage 1 & 2 framework document – Sept 2013
- Safeguarding Policy (Legal framework: Working Together to Safeguard Children 2013)
- Equal Opportunities Policy
- Accessibility Plan
- Teachers Standards 2013
- Stoke L.E.A
- I.S.A.

## **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, particularly trauma or stress, and to take part in learning.

## **Principles Underpinning the School's SEN policy**

- We value all the children in our school equally and all children are entitled to experience success.
- It is the aim of the school that each child should realise his or her maximum potential in a caring, supportive environment, which provides equal opportunities.
- All pupils have individual needs and any pupil may encounter difficulties at School at some stage. With this in mind, the school uses the term Individual Educational Needs (I.E.N) in and around the school community, although, to avoid confusion, official documents and some policies and guidelines refer to SEN.
- All children are entitled to be given access to a broad and balanced curriculum.
- Central to the Code of Practice (September 2014) is establishing good quality first teaching. Many individual needs can be met within the normal environment of the classroom through a differentiated and personalised curriculum. These are to:
  - Understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that brings feelings of success and achievement.
  - Teachers use a range of strategies to meet children's individual educational needs.
  - Lessons have clear learning objectives; we differentiate and personalise work appropriately, and we use assessment to inform the next stage of learning.
- Pupils requiring personalised support include those of exceptional ability and talent as well as those who learn slowly and those who have learning difficulties. (Refer also to the Gifted and Talented Policy).
- However, the needs of some pupils with significant difficulties cannot be met fully without special educational provision being made for them in one or more of the 4 areas of need.
- All children who have been identified as needing SEN support should be taught together with their peers for as much time as possible.

- Any special provision made should relate to the individual needs of the pupils.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- The best approach to meeting pupils' SEN is a problem solving approach e.g. solution focussed learning; emotional literacy skills developed collaboratively with colleagues.
- It is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- The school provides a focus on outcomes for children and by breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To maximise learning, children work in small groups, or on a one-to-one basis situation outside the classroom.
- All special educational provision is more effective if pupils and parents/carers are fully involved.
- The views of parents/carers should be sought and taken into account.
- The identified budget for SEN will facilitate effective teaching and learning by providing appropriate resources including appropriate access arrangements for the children concerned.

## Aims

Our Aims for SEN are to:

- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- Identify all children who need special consideration to support their 4 areas of need:
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Communication and Interaction
  - Sensory and/or Physical
- Raise the aspirations and expectations for all pupils who are identified as needing special provision to support their needs.
- Ensure that these children are given appropriate support to allow every child from the age of 3 years full access to the National Curriculum.
- Ensure that these children are fully included in all activities of the school, including learning outside of the classroom i.e. that they are educated alongside mainstream peers.
- Involve families in developing a partnership, enabling them to have full confidence in the strategy adopted by the school.
- Carefully monitor the progress of children who have special educational needs and/or additional needs with the upkeep of records.
- Involve the child in their target setting and monitoring process.

## **Access to the Curriculum for Children with Specific Learning Difficulties (e.g. Dyslexia)**

The following guidelines support staff in meeting the needs of children with Specific Learning Difficulties:

1. The British Dyslexia Association definition of Dyslexia – “Dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes Numeracy. Dyslexic learners may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information”.
2. Deliver quality first teaching. This means that it is not essential for children to be identified as needing SEN Support to benefit from Dyslexia Friendly Strategies e.g. S.O.S. spelling can be used as a class strategy, pencil grips can be used to support handwriting.
3. Be aware that not all learning may be affected. Provide children with strategies and resources that they need to cope with their dyslexic tendencies.
4. Be aware of and sensitive of linking conditions e.g. Dyslexia with A.S.D. and Dyspraxia.
5. Make supply staff aware of children with SPLD and children with who need additional support in the classes they are expected to teach.

Each member of staff has access to the above guidelines.

We support the learning of children with SPLD by using a variety of resources including:

- Daily Diaries.
- S.O.S.( A multisensory spelling programme).
- Visual Timetables, picture cues and Multi-Sensory Resources (Toe by Toe, Launch the Lifeboat Pack).
- A Specialist Teacher for Dyslexia is available to support children with SPLD where appropriate.
- During examinations and tests adjustments / arrangements (e.g. scribe or reader) will be made where necessary for children with SPLD.

## **2. RESPONSIBILITY FOR THE CO-ORDINATION OF SEN PROVISION**

**Members of the school staff and Governors work towards the school’s aims by**

- Helping in the development of this policy.
- Being fully aware of the school’s procedures for identifying, assessing and making provision for pupils with Special Educational Needs.
- A commitment to a partnership approach to provision.

**The Management Team (Governors, Headteacher and Senior staff) work towards the school’s aims by**

Determining the school’s general policy and approach:

- Taking responsibility for devising and implementing this SEN policy through widespread consultation.
- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.

- Establishing staffing and funding arrangements.
- Reporting back to the whole Governing Body concerning the SEN policy.
- Informing parents about the success of the policy and any significant changes to it.
- Designating a Governor as having specific responsibility for SEN.

**The Headteacher works towards the school's aims by**

- Management of provision for children who have been identified as needing SEN Support.
- Keeping the Governing Body fully informed.
- Working closely with the SENCO to co-ordinate provision.
- Ensuring resources are available including appropriate access arrangements.

**The SENCO (Special Educational Needs Co-ordinator) works towards the school's aims by**

- Overseeing the day to day operation of the School's SEN policy.
- Liaising with and advising fellow class teachers and support teachers.
- Co-ordinating provision for children with SEN.
- Overseeing the records of pupils with SEN.
- Ensuring appropriate records and Pupil Passports are in place for all children who are identified as needing SEN support.
- Liaising with and advising parents/carers of children identified with needing SEN Support.
- Working alongside carers to create information portals on the school SEN procedures which are more accessible and relevant to families.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the Specialist Teacher for Dyslexia and other support agencies, medical and social care services. Educational Psychologists are accessible only if the school buys in or a child is known to the Early Years Assessment Forum and other support agencies, medical and social services.
- Working with Carers and Pupils to create a Pupil Passport which will be owned by the Pupil and kept in a designated box file in their classroom. These will be readily available for both Pupils and Teachers, including Supply Teachers, to refer to so relevant information is shared. (Confidential information will continue to be kept in a secure, locked place in the SEN room.)

**Teachers work towards the schools aims by**

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- In order to achieve these aims, the role of the class teacher is:
  1. to be responsible for the initial identification of a pupil's needs through observation of classroom practice and of assessment.
  2. to inform the SENCO of their concern and decide, with the SENCO, if the school needs to help the pupil through the introduction of SEN Support.



3. to supply the SENCO with all the information necessary in order to assist her in devising effective targets and SEN support and contributing to a Pupil Passport for the pupil, which will be in addition to an already differentiated and personalised curriculum.
4. to be responsible for informing the parents/carers of any concerns. Please refer to the SEN Procedures.
5. agreeing with parents/carers on the best way for them to contribute to their child's achieving their targets.
6. to inform the SENCO of any problems that may arise between reviews.
7. to support whenever possible the implementation of the SEN Support.
8. to record outcomes consistently and review progress.

### **SEN pupils work toward the school's aims by**

- Being aware that the school is making special provision to meet their needs.
- Co-operating with teachers.
- Developing a growing understanding of their own needs.
- Taking growing responsibility for their own learning.
- The pupil's role is as follows: He/She
  1. is shown the targets and, before they are set in stone, is asked, 'these are your targets, but what do you think? Do you think these are achievable? Are there any you would like to change?'
  2. is invited to attend the reviews – or part of the review, if this is advisable.
  3. contributes to a 'Pupil Passport' sheet recording relevant information concerning the child's interests, targets, aspirations and preferred learning strategies, to share with parents/carers and teachers.

### **Parents/Carers work toward the school's aim by**

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time).
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in their child's efforts to meet their targets.
- Participating in discussions concerning their children's progress and attainments.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Supervising the child at home when doing any work which will help the child to achieve the set targets, as agreed at the review meeting.
- Contributing to a 'Pupil Passport' sheet recording relevant information concerning the child's interests, targets, aspirations and preferred learning strategies.
- Working alongside the SENCO to create information portals on the school SEN procedures which are more accessible and relevant to families.

### **3. ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION**

The SENCO holds details of all confidential SEN records for individual pupils.

All staff have access to:

- A copy of the full list of children who have been identified as needing SEN support. This includes children who are receiving targeted SEN support and those who are receiving Specialist SEN Support.
- A list of those children who need additional support but who have not been identified as needing SEN Support. These children receive group or 1-1 support using programmes of intervention to support a particular need and progress is monitored. This support is provided by either the teacher or a Teaching Assistant either in or outside the classroom situation.
- Provision maps showing the additional and SEN support provided for children in each class in relation to the 4 areas of need.
- Information on individual pupils' special educational needs, including Pupil Passports (in box files in the classroom) Targets, Strategies and programmes of Intervention.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities. (All of the above can be found either on the school server, in the classroom SEN file or in the SEN box files kept in the appropriate classrooms.)
- Guidance on identification for SEN in the Code of Practice 2014.
- Information available through Stoke on Trent Local Offer.

Class Teachers have Non-contact time to provide time for liaison with SENCO and completion of data.

Staff meetings are held with an SEN focus.

### **4. EVALUATING THE SUCCESS OF PROVISION**

In order to make consistent continuous progress to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of questionnaires, discussions and progress meetings held with parents.

Pupil progress is monitored at least every term with staff, parents and pupils and in line with the SEN Code of Practice.

**The school's SEN policy will be achieving its aims if**

- All Special Educational Needs are identified promptly and addressed appropriately.
- The interventions are effective in showing positive outcomes using the school's usual tracking methods and targets set are achieved in at least 80% of cases.
- There are increasing strands of action (graduated approach) to meet the needs of individual children.
- Parents/carers have full confidence in the school's procedures and express satisfaction with the outcome for their children.
- All staff are fully committed to the school policy.  
(Refer also to the 'Impact of Intervention' form detailed on Page 15)

## **5. IN SERVICE TRAINING**

This includes:

- The SENCO attending appropriate courses and conferences as they arise.
- The SENCO attending regular meetings with other SENCOs within Stoke-on-Trent LEA.
- Other teachers and Classroom Assistants attending SEN courses which interest them and have a particular bearing on children they are supporting.
- Staff meetings held to address SEN issues.
- INSET led by outside agencies.

## **6. WORKING IN PARTNERSHIP WITH PARENTS/CARERS**

This includes:

- Ensuring that parents/carers are aware of the school's arrangements for SEN, including the continuing social and academic progress of the children and opportunities for meetings between parents and teachers.
- Informing parents/carers immediately when a child is identified as needing additional targeted support and then again if the child is identified as needing SEN Support in line with the Code of Practice.
- Offering an opportunity for discussion and exchange of information. Ensuring no information is exchanged without parents'/carers' permission.
- Termly consultation with all parents/carers of children with SEN.
- Valuing the parents'/carers' wishes for the child as paramount unless they are directly contradictory to the advice of other experts. In such circumstances the school would work to achieve a compromise position acceptable to all.
- Ensuring that parents/carers are aware of the Information Advice and Support Services (SENDIASS) which provides information about complaints and procedures and independent advice and support for parents/carers who have children with SEN. The SENDIASS can be contacted on 01782 234701.
- Providing information and guiding parents/carers on the SEND Code 2015 of Practice.
- Ensuring parents/carers are aware that they can contact the school's SEN governors in relation to SEN matters if they wish to do so. (Refer to Staffing Provision on Page)

## **7. COMPLAINTS PROCEDURE**

**(Refer to the School Policy for Complaints)**

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 Headteacher who will then be able to advise on formal procedures for complaint if desired.

## **8. LINKS WITH SUPPORT SERVICES, OTHER SCHOOLS AND VOLUNTARY ORGANISATIONS.**

The school continues to seek advice and build links with our external support services in order to fully support our SEN pupils and aid school inclusion. The school also has links with other Independent schools and with other Sencos as part of the SEN Forum in Stoke on Trent.

### **Links with other organisations include:**

- Visits from the school nurse who is in contact with the Health Services.
- School Counselling Service.
- Speech and Language Service.
- Visits from an Educational Psychologist as needed. (These services are bought in.)
- Contact with the Educational Welfare Officer, Children's and Young People's Services, Social Care Services and Early Help Support (formerly CAF) as needed.
- In School lessons from the Specialist Teacher in Dyslexia. (Parents can opt for this service by paying a fee.)
- Visits from the Early Years Advisor and the Early Years Senco Advisor who offer advice and support relating chiefly to the Foundation Stage.
- Specialist Outreach Services.
- Information Advice and Support Services (SENDIASS)
- N.B. External Support Services will not be involved without parental consent.

## **9. ADMISSION ARRANGEMENTS**

(Refer to Admissions / Induction Policy)

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN.

The school will work in partnership with parents to ensure a successful induction of children who have already been identified as having Special Educational Needs. Similarly the school will work with parents/carers to ensure a smooth transition for children to new schools.

Admission arrangements are flexible and can be adapted to each situation in order to improve inclusion. Reasonable adjustments will be discussed and implemented when preparing to admit a child with additional needs. Any risk factors will be jointly considered between parents and practitioners but at the same time ensuring that the development of children's confidence and independence is not restricted.

## **10. FACILITIES FOR PUPILS WITH SEN**

The school complies with all relevant accessibility requirements – refer to the School Accessibility Plan.

## **11. ALLOCATION OF RESOURCES FOR PUPILS WITH SEN**

The school provides a budget for pupils with SEN from within its own resources except where a pupil is issued with an Education, Health and Care Plan from the local authority (this might be from Stoke on Trent or Staffordshire.) with a funding allocation. Some 'Continuing Care' funding allocations might also be given to the school for pupils with long term medical issues.

## **12. STAFFING PROVISION FOR THE ACADEMIC YEAR 2015 - 2016**

**Headteacher:** Mrs S D Hutchinson

**Named Governor:** Mrs J. Collis

**SENCO:** Mrs R Macdonald  
**ADVOCATE on the Senior Leadership Team:** Mrs S D Hutchinson

**Outside Agencies:** Specialist Teacher for Dyslexia  
Educational Psychologists  
School Counselling Service  
School Nursing and GP  
Early Years Advisor  
Early Years Senco Advisor  
Speech & Language Therapists  
Occupational Therapists  
Physiotherapists  
Specialist Outreach Services

### **SEN Learning Support Teachers:**

Victoria Kent

Stacey Kirk

Pauline Clarke

Michelle Rowlinson

### **Classroom Assistants:**

Aimee Bird

Janet Weston

### **Higher Level Teaching Assistant:**

**Coordinator for Supporting Children with Medical Needs**  
Emma Gerrard

### **13. IDENTIFICATION OF PUPILS NEEDS**

**(See definition of Special Educational Needs at start of policy.)**

#### **A Graduated Approach:**

##### **A) QUALITY FIRST TEACHING**

An initial concern and identification is made of any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries. The needs of the pupils are also identified by considering the needs of the whole child and so will include not just special educational needs of the child. This concern is recorded using an initial concerns checklist. Whilst it is often the class/subject teacher who makes the initial identification, others may be involved in bringing forward concerns including those involved in extra-curricular activities. Early identification is important and this is done most effectively by gathering information from parents/carers, health and care services and early years settings prior to the child's entry into the school. Informal discussions will take place with both the pupil and parents/carers. The teacher monitors progress and continues to differentiate the curriculum for the pupil in all subject areas and personalizes/targets the areas of the curriculum where there is the most concern so that she/he can better understand the provision and teaching style that needs to be applied. For example, this might include the child attending a booster group session for Literacy or Numeracy either within the classroom setting or being withdrawn each week to receive concentrated, targeted teaching in the areas in which the child is struggling. It might also include some work on Emotional Literacy, for example. The Teacher or Support Teacher will normally carry out this intervention although the Senco may also help out in this capacity. The teacher continues to track the child's progress using the school's usual systems keeping details of assessment results/evidence of work over time. The usual parent/carer – teacher consultations will continue to take place when information is shared.

##### **B) SEN SUPPORT**

If progress is still a concern (see triggers below) and there follows no improvement after a specified length of time (agreed by all those concerned and may be different for each child) the class teacher begins careful scrutiny of the child's performance and relays the results to the SENCO who makes an informal assessment of the child's progress using published guidelines and according to the areas of need identified. The assessment might also include observations in class, a Speech and Language assessment, a single word spelling and reading test, tests which might show possible Dyslexia and Numeracy assessments (depending on the area of concern.)

The pupil may then be identified for SEN Support. The aim of identifying a pupil with SEN is not to fit into a category but to help the school ensure that effective provision is put in place and so remove barriers to learning. The matter will be discussed by the SENCO and class teacher, parents/carers will be invited into school for consultation and, if agreed, appropriate interventions will be put in place. The children will also be consulted at this stage- refer to later

notes. A Provision Map for each class is also kept as an overview of the SEN Provision throughout the school.

**The triggers for SEN Support (including Foundation Stage) are:**

**The child makes less than expected progress in an area or areas of need. This is progress which:**

- Fails to meet age appropriate development milestones
- Is significantly slower than that of peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include the fact that:

- There is evidence of Cognition and Learning needs despite targeted intervention usually employed in the setting.
- There is evidence of persistent social, emotional and/or mental health needs, which are not ameliorated by the management techniques usually employed in the setting.
- There is evidence of sensory and/or physical needs, and the child makes less than expected progress despite the provision of personal aids and specialist equipment.
- There is evidence to suggest the child has communication and/or interaction needs, and that they make less than expected progress despite the provision of a differentiated curriculum and requires specific individual intervention in order to access learning.

The SENCO takes the lead in acquiring all relevant information to complete assessments, plan for the future support of the child and monitor and review the action the school has decided to take. Strategies and targets to assist the child are recorded for which the class teacher will be responsible. In some cases it may also be advisable to contact outside professionals for advice on an informal basis.

Parents/carers must be informed of this decision and the most sensitive way is to invite them into school to discuss the progress of their child. The role of the parent/carer is important in the SEN process and begins with the parent/carer being informed of the school decision to initiate SEN Support or earlier during the process of differentiation. The possible impact of this must be considered, and it is a matter that must be handled with extreme sensitivity and confidentiality. Informing the parent/carer is the first step in achieving parental support and the way this is carried out is important. Issuing a written invitation to come into school to discuss the matter sets the process in motion.

The full co-operation of the parent/carer is vital for the smooth running of the process.



**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. It enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Record Keeping for the ‘Assess, Plan, Do, Review’ process:**

- **ASSESS**

**Initial Concerns Checklist – see above**

- **PLAN**

**Pupil Passport**

A child friendly ‘Pupil Passport’ will be agreed in consultation with pupils and parents/carers. This will record relevant information concerning the child’s interests, aspirations, targets and preferred learning strategies in a format the children can easily understand. These will be owned by the child and kept in the designated box files within their classroom. These will then be readily available for Pupils to check and review their targets. In the review, discussion time will also be given to pupils to reflect on their approaches and attitudes to their work or relationships.

- **DO**

**Target Ladders**

These will include 1-2 short term targets for the child. The individual targets (given to all the children in the school) will be broken up into much smaller and manageable steps to ensure success and they will be specifically tailored to the areas where the child is continuing to struggle.

They will also include the type of support/programme of intervention to be given and the targets will be reviewed regularly.

**The strategies** to be used:

Children who have been identified as needing SEN Support will be monitored by the Senco every one to two weeks and are withdrawn from the class to be taught on a 1-1 basis working on their targets for up to half an hour/week. Other strategies may be put in place such as Precision Teaching, which may take place up to 4 times a week; The Toe by Toe Programme; Communication and Interaction Group Programmes and Graduated Programmes specifically targeted for Literacy and Numeracy difficulties such as Beat the Clock for Times Tables, Graduated Word Problems and Stile Comprehension. This is in addition to the strategies the class teachers will be using within the class situation.

- **REVIEW**

### **Impact of Intervention**

An 'Impact of Intervention' form will be used in conjunction with the school's usual target tracking system, (APPs and Rising Stars) the target ladders and the Pupil Passport as an on-going document for teachers to evaluate whether or not interventions are having a positive impact on the child's learning. This will include details of the intervention and the impact on the pupils' attitude to learning and self-esteem, pupils' and parents'/carers' views.

Children, Parents/carers and teachers will be consulted and involved both in the writing of the Pupil Passport, their targets and also in the review process and setting further targets.

N.B. The Target Ladders may also be used in the context of targeted group work with children who have additional needs but who have not been identified as needing SEN Support as it will still be considered to be part of the Graduated approach and 'Assess Plan Do Review.'

### **C) SPECIALIST SEN SUPPORT**

Following a good length of time receiving SEN Support most pupils' difficulties will be addressed. However, if extra support has been applied for **at least** one term but the pupil is not making anticipated progress (and may have additional learning needs) the staff, parent/carers, child and SENCO may need to consider getting Specialist SEN support.

**The triggers for SEN Specialist Support (including the Foundation Stage) for the areas of need specified are as follows, the pupil's progress:**

- Continues to fail to meet age appropriate development milestones
- Continues to be significantly slower than that of peers starting from the same baseline over a long period of time and despite targeted interventions.
- Continues to fail to match or better the child's previous rate of progress.
- Continues to fail to close the attainment gap between the child and their peers.
- Continues to widen the attainment gap.

This might include the fact that there is evidence to show that the pupil continues to have:

- Cognition and Learning needs despite more long term targeted SEN support.
- Social, emotional and mental health needs which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised management programme.
- Sensory and/or physical needs and requires additional special equipment or regular advice or visits for direct intervention by a specialist service.
- Ongoing communication and interaction needs that impede the development of social relationships and cause substantial barriers to learning.

### **External Agencies**

These may act in an advisory capacity, provide assessment or give teaching support. The main external support used by St Joseph's Preparatory School is the Specialist Teacher for Dyslexia. Many parents opt for an assessment by the Specialist Teacher or a fuller educational psychologist's assessment, carried out by the staff of, or, attached to the 'Dyslexia Action' organization. If parents require, the Specialist Teacher can offer lessons to pupils, at a cost, which can be held either during school hours or outside of school hours. A request for advice/assessment via the GP may also be made, for example to the Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy Department, Occupational Therapy Department, Paediatric Consultant, School Health Service or other outside agencies. A private Educational Psychologist's assessment may also be sought by parents. In the Foundation Stage the school has access to the LEA Special Educational Needs Support Services (SENSS) and this may result in a referral to the Early Years Forum who may decide to involve an Educational Psychologist.

The 'Assess, Plan, Do, Review' process will continue, discussed and reviewed with parents/carers and pupils. The external agencies advise on new and appropriate targets for the child and on accompanying strategies, usually implemented, at least in part and as far as possible, in the normal classroom setting.

#### **D) REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN**

If a child's progress points to lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. Parents can make a request for a statutory assessment at any time direct to the LEA although the decision to make a referral will be taken at a progress review. (Stoke on Trent SENDIASS offers independent advice.) This will occur if SEN Support and Specialist SEN Support is not effective over a period of time and where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Before applying for an Education, Health and Care Plan the Headteacher will provide evidence which the SENCO has collated. This will include information relating to the current provision provided, action points that have been taken, and the outcomes of targets set. This would show that SEN Support and SEN Specialist Support had been provided and evaluated over a suitable period (in most cases **at least** one term). The evidence will also include all previous information regarding the progress of the child from sources such as the parents/carers, teachers, the Senco, Educational Psychologist, Health professionals. This paperwork will be forwarded to the LEA.

A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information can be found via the SEND Local Offer. (See above)

#### **Education, Health and Care Plan (EHC Plan)**

Following Statutory Assessment, an EHC Plan may be provided by the LEA. If it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.

Parents/carers 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. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Once a pupil has an Education Health and Care Plan there are additional responsibilities for the class teacher and the SENCO as noted below:

The class teacher's responsibility is:

- To follow the procedure for the school based provision, supervising the pupil's timetable to accommodate the hours allocated to the pupil from a Learning Support Teacher.

The role of the SENCO is to:

- Follow the same procedures for the school based phases, but in addition provide and prepare for review meetings to take place, and submit written reports regarding the pupil's progress for the annual review meetings specified by the LEA.
- Ensure that review meetings are held within the time specified by the LEA.
- Request, on behalf of the Headteacher, prior to the date of the review, written advice from the child's parents and any other person who has some involvement with the child.
- Include the child in the process wherever possible, for example gaining their views and asking them if they would like to attend the Annual Review meeting or at least part of it.
- Circulate, two weeks before the meeting, copies of all the written advice received, to all parties to the annual review.
- Monitor the progress of the pupil (making use of the individual pupil's SEN files) and support class teachers and Learning Support Teachers with advice and resource suggestions.
- Request that all Learning Support Teachers fill in monitoring sheets in order to record the progress of the pupil towards their targets.
- Ensure that the Learning Support Teachers are provided with adequate training and information to carry out their role effectively.
- Records must be kept of the work carried out by the child for the written report on the pupil's progress required annually by the LEA.

## **14. APPENDIX ONE**

### **Special Educational Needs Procedures for pupils at St Joseph's Preparatory School (in note form)**

#### **Class teacher**

- To check all records relating to the child – medical and educational.
- To initiate classroom based strategies and monitor progress. Keep a record of child's progress and liaise with the SENCO. Teachers inform parents/carers if the child is being withdrawn as part of a group targeting specific needs as part of differentiation.
- Identify any child who might require SEN Support if differentiation of the curriculum does not enable the child's needs to be resolved.
- The class teacher has initial meeting with parents/carers if the child's needs are not met and the child is identified as needing SEN Support.

#### **SEN Support (Including Foundation Stage)**

- Class teacher discusses the concern with SENCO.
- Class teacher and SENCO meet parents/carers.
- Class teacher, SENCO, parents/carers and child involved in writing the Pupil Passport, targets and agreeing the appropriate intervention.
- Class teacher, SENCO and Support Teacher follow the 'Assess, Plan Do Review' process and offer 1-1 intervention programmes, if appropriate.
- Child's progress is assessed, planned, monitored, recorded and then reviewed by parents/carers, pupils and teachers.

#### **At this point either**

- Needs of pupil met so SEN Support discontinued **OR**
- Assess, Plan, Do, Review Process for SEN Support continues **OR**
- A decision is made by the school and parents/carers, and taking into account the pupil's views, to involve the Specialist Teacher for Dyslexia in assessment and maybe in teaching **OR**
- A decision is made to either refer as a school or to request a referral from the GP (in the case of CAMHS) for advice/assessment from external agencies such as the Speech and Language Therapy Service, School Counselling Service, a Private Educational Psychologist or SENSS (Special Educational Support Service) for Foundation Stage Pupils.

#### **Specialist SEN Support**

- Child assessed by external agencies.
- Child has new/additional targets and strategies (incorporating specialist advice) and review meetings with parents/carers, SENCO, Class teacher and pupil's input.

- If a child's progress is pointing to significant and possible lifelong difficulties a meeting is arranged with the SENCO/Staff/Parents/carers/Pupil to discuss a Statutory Education Assessment.
- The SENCO collects and collates a report to be sent to the child's LEA requesting a statutory assessment for an Education, Health and Care Plan.

### **Application to Local Authority**

- Parents/carers to be kept informed throughout.
- SENCO collects evidence, including reports by appropriate agencies having school based involvement.
- All data and requests, including parental consent, to be sent to the LEA.

On receipt of request:

- LEA must make a decision regarding assessment.
- LEA notified all concerned of the decision and gathers further information.
- LEA makes a decision whether or not to carry out an assessment.
- There is also an appeals procedure. (Ref: SEND Code of Practice – September 2015).

### **Education, Health and Care Plan (EHC Plan) issued by the LEA**

- LEA issue a proposed Education, Health and Care Plan.
- SENCO consults with parents/carers, pupil, class teacher and Headteacher regarding the proposed provision within an EHC Plan. If proposed EHC Plan contains any apparent discrepancies or if parents/carers/pupils or school are not happy with the content, the SENCO/parents/carers will liaise with the LEA, and all will be kept informed.
- SENCO, in consultation with the Headteacher, arranges extra staffing provision and consults parents/carers, pupils and teachers with regard to providing the strategies and interventions as set out in the EHC Plan.
- EHC Plan finalised by LEA. The EHC Plan procedure, from the date on which school/parents/carers make requests to the issuing of the final EHC Plan, should not take more than 14 weeks.
- Strategies and interventions carried out by the class teacher and supporting adults, as specified.
- Progress to be monitored and recorded as above.
- Internal reviews to be carried out at the end of each term.
- EHC Plan review to be carried out annually or earlier, if appropriate. SENCO to collect data from all relevant persons, co-ordinate and arrange meeting, send review papers to the LEA.