

**St. Joseph's
PARK HILL SCHOOL**



Special Needs and Disability Policy

This Policy also applies to the
Early Years Foundation Stage
and
Before and After School Provision

Mission Statement

**We prepare our children for the
challenges of the future in a nurturing and stimulating environment
built on Catholic foundations.**

Reviewed October 2020

This Policy outlines the purpose, nature and management of
Special Educational Needs in our school.
The implementation of this Policy is the responsibility of all staff working at
St Joseph's Park Hill.

In drawing up this Policy and in our daily practice,
St Joseph's Park Hill has regard to the Children and families Act 2014,

Special Educational Needs

A child has special educational needs if she or he has a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age

Special educational provision means

- educational provision which is additional to or different from the educational provision made for children of their age in school

The possible barriers to learning come under four broad areas:

- communication and interaction, including speech and language difficulties and autistic spectrum disorders
- cognition and learning, including moderate learning difficulties and specific learning difficulties
- behaviour, emotional and social development
- sensory, medical or physical development, including hearing and visual impairment

NB: Children are not regarded as having a learning difficulty solely because their home language is not English. However if concerns are raised about a child's language development then parents will be asked to take their child to the Speech and Language drop-in for further assessment.

(Please refer to Language Policy)

Parental involvement and support is vital to the success of the education of all children and especially those with SEND. We work closely with parents to ensure that all aspects of the child's development is considered.

The SENDCO is Mrs J Maudsley (LSA)

Early Years SENDCO is Miss C Fidoe

SEND Governor is Mrs C. McDermott (Chair)

CARE PLANS

If a child has a specific medical condition, either on admission or one which develops during their time with us, then school will work with parents / carers and Health Care Professionals to write a Care Plan for that child. Any necessary training for staff will be undertaken. All school staff, both teaching and non-teaching will be informed of the plan.

Certain members of staff may be given specific responsibilities within the Care Plan.

(Please refer to the Administration of Medicines Policy)

Special Educational Needs Identification, Assessment and Provision.

Early identification of a child with Special Educational Needs is crucial and we encourage dialogue between parents / carers, pupil (if appropriate), the child's class teacher and the SENDCOs.

EYFS

When the Early Years Practitioner or class teacher has concerns, they share their concerns with the Head, the SENDCO, other relevant staff (ie Key Workers) and the parents or carers.

Special provision is made for the pupil, above and beyond the provision normally provided. (This is recorded on planning grids in waves: see below) and specific ongoing observations are carried out and information collated.

If, after time, there are still concerns, advice is sought from the Inclusion and Disability Support Service and a Request for Guidance may be submitted.

Permission is sought from parents / carers who are kept informed at all stages.

Following advice a Targeted Learning Plan may put in place.

If there are still concerns an "All About Me" profile will be completed and school will work with outside agencies to decide on an Educational Health Care Plan for the child.

SCHOOL

Pupils are regularly assessed through observation, class work, performance in assessments and tests and standardised screening tests.

If the class teacher feels that a child is not progressing, they will share their concerns with the Head, the SENDCO, other relevant staff and the parents or carers.

Support is then agreed for the child and the following provision then takes place:

Wave 1:

The pupil is supported in class. This support could be with the teacher as additional support, with the LSA (Learning Support Assistant) as additional support or with differentiated work.

Parents are informed and progress is monitored.

Wave 2:

A Targeted Learning Plan (TLP) will be put in place for the pupil. The pupil may receive short periods of individual support or as part of a small group, outside class. This support could be with the class teacher, the LSA or the Head.

TLPs clearly state short term targets for the pupil, agreed by the class teacher and the SENDCO and are reviewed as appropriate.

Progress is closely monitored and parents / carers are kept informed.

Wave 3:

If school still has concerns and progress is still below that which is expected, then parents will be called to a meeting with the class teacher, the Head and the SENDCO.

School may then recommend external agencies for further diagnosis (ie: dyslexia) or may recommend that parents seek advice from their GP.

Any children at Wave 3 are transferred to the SEN Register.

NB: It is the class teacher's responsibility to be aware of the range of needs which might arise in their classrooms and to recognise that educational and disability needs can be met through a variety of groupings, teaching arrangements and approaches.

A Register of children at Wave 1, 2 and 3 is kept along with the TLPs. This is reviewed half-termly by the SENDCO or following TLP or outside agency review.

EDUCATION and HEALTH CARE PLANS

If outside agencies become involved then school will work closely with them to carry out the "All About Me" profile and to contribute to the child's EHCP.

As an Independent School, any financial provision within the EHCP will have to be met by the parents on top of the fees.

If a child with an existing EHCP applies for admission, then school will need to ensure that any provision outlined in the EHCP can be met by current staffing levels and any financial costs within the EHCP can be met by parents.

EHCPs will be reviewed as appropriate.

LOCAL OFFER

In accordance with Statutory requirements, the Early Years "Local Offer" of SEND provision is uploaded to the LA website and available on our website.

SAFEGUARDING

Staff are aware that children with SEND are more vulnerable to all types of abuse, including CCE and CSE

Pastoral support is offered to all our children, including those with SEND.

Staff undergo training to ensure that they can identify any children, particularly those with SEND who may be at greater risk, to ensure they can support them as necessary.

THE ROLE OF THE SENDCO

**School SENDCO is Mrs J. Maudsley (LSA).
Early Years SENDCO is Miss C Fidoe**

The SENDCO is responsible for

- the day to day operation of the school's SEND Policy along with the Early Years SENDCO
- co-ordinating provision for children with special educational needs
- assessment of progress and monitoring the impact of strategies for children with SEND (ie: TLPs)
- liaising with staff and LSAs and advising staff on SEND matters
- attending relevant courses and training
- overseeing the records of all pupils with SEND
- liaising with parents / carers of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the Inclusion and Disability Support Service
- attending meetings and courses related to SEND matters

Monitoring and Review

This Policy is reviewed annually, or when need arises, by the SENDCO and the Governor with responsibility for SEND.

It is reviewed alongside the SEND 3 year Accessibility Plan