

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

ST. JOSEPH'S PARK HILL



Special Educational 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 September 2024

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; the SEND Code of Practice 0-25 (2015 updated 2020); Keeping Children Safe in Education 2024; Supporting Pupils at School with Medical Conditions 2015.

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 their GP for further assessment.

(Please refer to Language Policy)

Parental involvement and support are 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 are considered.

The SENDCo is Mrs J Maudsley (LSA)

Early Years SENDCo is Miss C Fidoe

The SEND Governor is TBC

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 Medicines section of the First Aid 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 SENDCo.

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 be 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, and other relevant staff. The teacher and SENDCO will share their concerns with parents at a parents' evening, or a separate meeting may be arranged.

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, and the SENDCo. The Headteacher may also be involved.

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 SEND 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 / TLP's

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 / TLP.

As an Independent School, any financial provision within the EHCP / TLP will be met by the parents on top of the fees: this may include the cost of any assessments and / or training of staff.

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 expertise within school, and any financial costs within the EHCP can be met by parents.

EHCPs will be reviewed annually.

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. The DSL in liaison with the SENDCo will consider extra pastoral support and attention for children with SEND, along with ensuring any appropriate support for communication is in place.

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.

Staff are aware that children with SEND face additional challenges and barriers when trying to report a safeguarding concern. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENDCo

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 and giving regular verbal feedback
- reviewing TLPs termly and providing parents with copy
- providing an annual written end of year report to parents
- contributing to the in-service training of staff
- liaising with external agencies including the Inclusion and Disability Support Service Tel: 01254 220553 or email: Inclusion.East@lancashire.gov.uk
- attending meetings and courses related to SEND matters
- referring parents of children with SEND to specialist organisations such as: The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – who offer support and guidance to parents and carers of children with SEND.
- contacting support organisations such as MENCAP for specific advice on 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