



SEN Policy

'All children will feel a sense of worth knowing that they are valued and loved by God in their uniqueness.'

'All children should have their needs met and be given equal access to all areas of the curriculum'

OUR OBJECTIVES ARE TO:

- ❖ Plan and differentiate so work is appropriate for all children
- ❖ Identify as early as possible those children with special learning needs
- ❖ Regularly inform parents of their child's progress
- ❖ Liaise regularly with external agencies
- ❖ Provide small group and one-to-one provision where appropriate
- ❖ Create individual education plans where appropriate

ROLES AND RESPONSIBILITIES

- ❖ The class teacher is responsible for adapting and refining the curriculum to respond to the needs of all pupils. He/she monitors each child's progress and identifies plans and delivers additional support. He/she should regularly inform parents of their child's progress.
- ❖ *Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (Code of Practice, DFE, 2015, 6.12)*
- ❖ The SENCO is responsible for the operation of the SEN Information Report and co-ordination of specific provision made to support individual children with SEN. The SENCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. They also have regular contact with a wide range of external agencies that are able to give more specialised advice.
- ❖ The head teacher is responsible for the day to day management of all aspects of the school, including provision made for pupils with SEN.
- ❖ The Governor with responsibility for SEN (Y. Stanley) is responsible for supporting the school in evaluating and developing the provision provided for pupils with SEN throughout the school.

- ❖ *The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. (Code of Practice, DFE, 2015, 6.12)*
- ❖ All class teachers and SENCo are responsible for putting regular intervention in place with regular monitoring. Interventions should be '*closely matched to the SEN of children and young people.*' *Code of Practice, DFE, 2015, 6.44)*
- ❖ Interventions are closely monitored by the school provision map which sets out an overview as to the interventions running across the school in each class. Regular updating of this is the responsibility of class teachers and is monitored by SENCO.
- ❖ *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. (Code of Practice, DFE, 2015, 6.36)*

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

- ❖ Under the new Code of Practice, a child is deemed to have Special Educational Needs, or SEN, if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or his or her disability 'prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school'. Special educational provision is needed for him or her, over and above that which can be met through good quality classroom teaching and differentiation.
- ❖ Broad areas of need are identified as communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs. They may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils. (Code of Practice, DFE, 2015, 6.5)

At St Joseph and St Theresa's School children are identified as having SEN through a variety of ways including the following:-

- ❖ Liaison with Nursery/previous school
- ❖ Child performing significantly below age
- ❖ Child not making expected progress
- ❖ Termly data analysis of standardised assessment scores.
- ❖ Progress made in relation to predicted standardised scores for end of Key Stage 2.
- ❖ Concerns raised by Parent

- ❖ Concerns raised by teacher
- ❖ Concerns raised by pupils
- ❖ Liaison with external agencies
- ❖ Health diagnosis through paediatrician

HOW ARE CONCERNS RAISED BY PARENTS?

- ❖ We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. We offer an open door policy, where parents can talk to their child's class teacher, SENCO or Head teacher, either at the beginning or end of the day or through an appointment made via the school secretary.
- ❖ At the start of each school year, you will be invited to 'Meet the Teacher' where the class teacher and teaching assistant will be present. They will tell you about learning within that year group; it is also an opportunity to discuss any concerns you have.
- ❖ Parents' evenings are held each term to discuss pupil needs and progress. This is also another opportunity to raise any concerns.
- ❖ As a school, we have an open door policy where you are able to arrange a meeting during any point, with the class teacher and / SENCo to discuss a child's learning and progress.

HOW ARE CONCERNS RAISED BY STAFF?

- ❖ At St Joseph and St Theresa we follow a graduation approach to identification and intervention. Through data analysis, the Senior Leadership Team and class teacher identify children who are scoring below 85 in standardised assessments, children who have made little to no progress during two terms, and children who were making progress but now have stopped. Appropriate interventions are then planned for and put in place.
- ❖ After interventions have followed the Assess, Plan, Do, Review process over two terms, if little/no progress is made, an Individual Educational Plan (IEP) will be created. This sets out specific targets to support the learning of each child. After two terms of this document following the Assess, Plan, Do, Review process, it will be decided if specialised support is required.
- ❖ At all times of this process, parents and carers are involved and will be invited to attend termly review meetings of the IEP documents.

HOW IS THE CURRICULUM MATCHED TO CHILDREN'S NEEDS?

All pupils should have access to a broad and balanced curriculum (Code of Practice, DFE, 2015, 6.12)

- ❖ The majority of lessons taught are good or outstanding. Not only are they made to engage and motivate pupils but all work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be **at least** three different levels of work set for the class. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- ❖ The first stage of interventions in quality first teaching, where class teachers will make reasonable adjustments to support children in their class with SEN needs.
- ❖ After data analysis, some children may require further support in specific areas of learning in small groups or on a one to one basis with teachers/teaching assistants.
- ❖ If a child needs further support, Individual Educational Plans (IEPs) are created which are individualised and personalised to the learning needs of the child. The targets set are SMART (specific, measurable, achievable, realistic, timely) and are worked on in class, small groups one to one activities with the teacher or teaching assistant.
- ❖ If children require extra support, regular intervention, either 1:1 or small group work, with an adult. This will take place regularly and progress made will be monitored.
- ❖ Daily 1:1 work (Plus 1, Power of 2, Toe by Toe, Word Wasp, RWInc Phonic Intervention, precision teaching) to support basic skills will be delivered by a TA. Progress of this is tracked daily

HOW ARE PARENTS INFORMED ABOUT T CHILD'S ATTAINMENT AND PROGRESS?

WHAT OPPORTUNITIES WILL THERE BE FOR PARENTS TO DISCUSS CHILDREN'S PROGRESS?

- ❖ Parents are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that parents can help your child at home.
- ❖ We believe that children's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- ❖ Parent workshops are held throughout the year, enabling parents to work consistently with school. The workshops vary, depending on the needs of parents and pupils.
- ❖ Parents evenings, Pupil Profile Books (completed termly) and reports at the end of the year inform you of how well your child is doing, what national and school expectation is and what their targets/next steps are.
- ❖ Every child has a reading diary which is also used as a communication book, so that comments from parents and teacher can be shared and responded to when needed.

- ❖ Parents will be invited to attend termly reviews of IEP documents.
- ❖ If a child has complex needs they may have a Statement/Education, Health and Care Plan (EHC) which means that a formal meeting will take place to discuss your child's progress and a report will be written.
- ❖ Interventions are also planned for an used to support progress. These interventions are detailed in children's Pupil Profile Books which are shared and discussed at termly parent/teacher meetings. **(See Appendix III)**

Interventions

The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty. (Code of Practice, DFE, 2015, 6.27)

- ❖ 1:1 support programmes we use in school are detailed below
- ❖ Early intervention is key ensuring the provision is correctly matched to the child's learning need.

Literacy	
Precision teaching	Learning phonic sounds/high frequency word on sight. Progressed tracked- daily score recorded
Word Wasp Literacy hornet (for younger children)	Highly structured phonic scheme to help with reading and spelling
Toe by Toe	Diagnostic system for the teaching of reading
SNIP	Supports the recognition and spelling of HfW
1:1 Phonics Tutoring RWInc	Book1, 2, 3, 4 working through the sounds taught in phonics – must use multi-sensory equipment to deliver effectively
5 minute box	Learning the letters – alphabet arc activities
Daily reading	
Spelling Made Easy	Patterns to follow to support the spelling of tricky words
Lifeboat	Teaching children how to read and spell – not age related. Use Book 1 for HOW TO TEACH this intervention.

Daily Phonics Intervention Programme (Staffordshire)	Must be completed daily – as an addition to the phonics received in class.
Speech and Language	NSneyd - EKLAN training. Speech and Language folder containing activities to support.
Speech and Language Targets and activities set by S&L	
Sentence Builders	Building sentences using blocks.
Pre-teaching	Pre- teaching on a 1:1 basis the vocabulary that children will be using in their topic/numeracy/literacy Check that children UNDERSTAND the word – not just read it. Can they use it in the correct context? Can they match it to it's meaning? Can they describe it?
Sentence Smashers	Developing basic sentence writing skills – SCartwright/NSneyd
Inference intervention	
Reading Roundabout 1,2 &3	Developing inference/deduction and prediction skills.
Numeracy	
Plus 1	Basic number facts – repeated to aid consolidation
Power of 2	Move on from Plus1
Precision teaching	Use times tables/Learn Its
Big Maths interventions?	
Times tables	Publication similar to Plus 1/Power of 2 Looks at learning times tables in a different order using fact families
Fine Motor Skills	
Write from the start	Booklet to be worked through to improve fine motor skills
Roll 'n' Write	Improving fine motor skills – looks at creating patterns and following lines ideal for EFYS/KS1.
Pencil grips	
Writing slopes	

Therapy putty	
Outreach – Saxon Hill	Can be contacted for ideas and resources
Speed Write	
Behavioural	
Fidget buster	
Smiley face diary	
Positive comments diary (keep a separate book for negative comments)	
Incident forms	
Reward charts (personalised) children involved in setting their own targets)	
Weighted blanket	
Flexible teaching/arrangements	
Whole school policy on positive behaviour	
Individual class reward systems	
Behaviour Services ENTRUST	
Communication in print	Loaded onto system
Memory	
Auditory memory activity book	Children with dyslexia will often have poor auditory memory skills.
Visual memory activity book	
Perceptive memory activity book	
Dyslexia resources	
Lucid Rapid test	
Colour overlays (complete visual assessment first)	
Beat Dyslexia Book 1	Use the disks to follow the intervention through – Book2, 3, and 4 are available.
Wordshark	Disk loaded onto laptop Choose wordlists for children to work on.
Coloured paper/background	
Social Stories	Supporting children in understanding the importance of self care.



WHAT PASTORAL AND SOCIAL CARE IS THERE?

- ❖ At St Joseph and St Theresa's we offer a Christian setting that aims to place Christ at the centre of all that we strive to do. All children will feel a sense of worth knowing that they are valued and loved by God. We are an inclusive school; we welcome and celebrate diversity.
- ❖ All four areas of need; Communication and interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory/Physical are treated with equal importance.
- ❖ All staff believe that children having high self-esteem is crucial to a child's well-being. We seek to create a learning environment which enables our children to succeed to their best ability and which recognises and values their variety of talents.
- ❖ A wide range of extra- curricular activities are made available and information regarding these is shared on the weekly Headlines newsletter, through text messages and school website.
- ❖ All pupils have a weekly Sign Language lesson.
- ❖ Children take part in termly SEN days where they learn about different Special Educational Needs i.e. dyspraxia, autism.
- ❖ Social and Emotional groups are run 1/week for children who require this support.
- ❖ Rainbow Support Groups to support children who have experienced loss in any form will run weekly by two trained members of staff. Y. Stanley (SEN Governor) is our Rainbow Co-ordinator.

HOW ARE CHILDREN ABLE TO SHARE THEIR THOUGHTS AND FEELINGS?

- ❖ We value and celebrate each child being able to express their views on all aspects of school life. The School Council and School forum (KS2) has representatives from each year group. The Headteacher and Key Stage 2 manager leads regular meetings with these groups, enabling pupils to contribute their views.
- ❖ All classes are provided with 'Praise and Worry' boxes which children are able to use to share their thoughts and opinions. These are regularly checked by class teachers and issues are acted upon.
- ❖ Class Circle Times allow pupils to share their views and help solve any issues that may arise. There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.
- ❖ We actively seek the viewpoints of children through pupil interviews, which are held at the end of the year to discuss all areas of the curriculum.
- ❖ If your child has a Statement/Education, Health and Care Plan (EHC), their views will be sought before any review meetings.

- ❖ All staff follow and are informed of any changes to school policies, which include; Admission Policy, Equal Opportunities, Disability Equality Policy, Anti-Bullying Policy, Pupil Privacy Policy, Policy for Behaviour and Discipline and SEN Policy. All are available for parents to read on the school website.

- ❖ The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as the School Nurse, Health and Social Services, Behaviour Support Team or CAMHS.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES

- ❖ The school has a policy regarding the administration and managing of medicines on the school site.
- ❖ Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- ❖ A permission form is completed by parents/carers before any medication can be administered by school staff.
- ❖ On a day to day basis the class teacher/teaching assistant oversees the administration of any medicines.
- ❖ As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.
- ❖ First Aid Qualification is held by the majority of staff.
- ❖ Extra adults will also be used if required.
- ❖ Any children who have medial needs or allergies will have their picture taken and a poster of their needs placed around the school so all staff are aware.
- ❖ Individual Care Plans are created where necessary which include involvement from medical professionals. These are shared with all staff.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- ❖ Our SENCO attends SEN updates each term and shares any new information with Staff and Governors. The SENCO will have completed the National SEN Award within three years of becoming the school SENCO.
- ❖ As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; CAMHs, Behaviour support, Autism Outreach; SENSS; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including – Parent Support, social workers and Educational Psychologists.

Outside Agency	Contact details
SENSS Learning Support	Old Library Bird Street, Lichfield. 01543 512050
SENSS Behaviour Support	01543 512050

Educational Psychologist	Old Library Bird Street, Lichfield. 01543 512050
Autism Outreach	Flash Ley Centre Hawksmoor Road Stafford 01785 356830
Speech and Language	01543 440903
School Nurse	01953 412999
Local Support Team	Service Office Sycamore Road Burntwood 01543 510523
Lichfield Dyslexia Centre	Abnalls Ln, Lichfield WS13 8BL

WHAT TRAINING DO THE STAFF SUPPORTING CHILDREN WITH SEN HAVE?

- ❖ If a child has a specific need then, wherever possible, a member of staff within that class will be given training to enable them to support that child. Previously, this has included, for example training and support from Autism Outreach, SENSS Health (diabetes/use of Epi-Pen), Speech and Language programmes and from the Behaviour Support Team.
- ❖ Termly 'Continued Development Meetings' for SEN are held for all staff to attend. Within these meetings certain needs and ways to support these are discussed alongside any other key documentation.

HOW ARE CHILDREN INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- ❖ All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- ❖ A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- ❖ The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level. There are ramps at specified fire exits.
- ❖ We liaise with Staffordshire Minority Ethnic Achievement Service (MEAS) who assist us in supporting our families with English as an additional language.

HOW WILL THE SCHOOL PREPARE AND SUPPORT SEN CHILDREN WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- ❖ We encourage all new children to visit the school prior to starting when they will meet the Headteacher and their class teacher. They will be shown around the school and parents will be given a welcome talk. The EYFS teacher will have visited their pre-school setting prior to this meeting. Children are also invited into school for a story with their peers and are given the opportunity to try a school lunch along with a family member. Where appropriate, for children with SEN, we would encourage further visits to assist with the acclimatisation of the new surroundings.
- ❖ Before moving to a new class each year, wherever possible, pupils are given the opportunity to meet their new teacher and spend time in their new classroom to support transition.
- ❖ If transition is going to be potentially difficult, we write social stories with children and take photographs of the new classroom and members of staff. These form a 'Transition Booklet – Welcome to my new class' which children are able to take home and share with parents/carers/
- ❖ When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange visits and liaise closely with staff, discussing the pupils' needs. 'Transition of children with SEN' document is completed and signed by all staff involved which stated all key documentation is sent. **(See Appendix IV)**
- ❖ We liaise closely with other staff when receiving and transferring children to different schools during the school year, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- ❖ If your child has complex needs then a Statement or Education, Health and Care Plan (EHC) review will be used as a transition meeting during which we will invite staff from both schools and any other significant adults, to attend.

HOW ARE PARENTS INVOLVED IN THE SCHOOL?

- ❖ All parents are encouraged to contribute to their child's education. Parents are given a weekly Headlines newsletter, they can visit the school website or meet with the class teacher, Head Teacher or SENCO. Opportunities include joining Friends of the School, completing parent questionnaires, joining in Real Time or extra-curricular activities, attending school assemblies or Masses, writing comments in home/school diaries and responding in profile books.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE

- ❖ As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. This reward system has been developed into a Reward and Sanctions policy which is shared with all staff.
- ❖ If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.
- ❖ If required, Behaviour Service (ENTRUST) are contacted. A member of their team will complete an observation of the child and will suggest resources and activities which can be used.
- ❖ Traffic light diaries are also used across the school for children who require them. Children are involved in setting the targets for the week and in choosing their reward. These diaries are shared with parents and the Headteacher at the end of the week.
- ❖ After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- ❖ If staff deem the incident to be a serious incident, the Serious Incident Form is filled in and a copy of this is kept in school.
- ❖ Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

Headteacher Mrs I Walker
SENCO Mrs Schneider
Governor Mrs Y Stanley

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Appendix I (IEP document)

Appendix II (Graduated Approach)

Appendix III (Intervention document)

Appendix IV (Transition form)