

**ST. JOSEPH'S CATHOLIC  
PRIMARY SCHOOL**



**Barleyfields Road, Wetherby  
West Yorkshire LS22 6PR**

**SEND & INCLUSION  
POLICY**

***'This school is committed to safeguarding and promoting the wellbeing of all our children,  
and expects our staff and volunteers to share this commitment'***

Re-written, approved and adopted

- October 2022

Review

- October 2023

# St Joseph's Catholic Primary School

## SEND & Inclusion Policy

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## **SEND & Inclusion Policy**

The mission statement of our school makes specific reference to teaching and learning where Christ is at our centre and each person is welcomed, respected and valued. We support and value the abilities of *all* our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

We adopt a 'whole school approach' to inclusion; all staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs, disabilities (SEND) and other vulnerable pupils can fulfil their potential and achieve the best possible educational outcomes.

### **Inclusion Statement**

- We are committed to preventing discrimination against children with SEND. We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have as full an access as possible to the school curriculum.
- SEND might be an explanation for delayed or slower progress but we make every effort to narrow the gap in attainment between all vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered SEND. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will have specific special educational needs or disabilities and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to make progress and achieve in line with their peer.
- Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
- We endeavour to involve parents and children in the decision making process.

### **Aims and Objectives of this Policy**

The aims of our Inclusion policy and practice in this school are:

- To provide an appropriately qualified and experienced SENDCo who can ensure that the SEND/Inclusion policy is put into practice.
- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.

- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being, and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- To work with the guidance laid down in the SEND Code of Practice (2015)

### **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice 2015 (which takes account of the SEND provisions of the SEND and Disability Act 2001)
- Accessibility policy
- Anti-Bullying policy
- Equalities policy
- Ofsted Section 5 Inspection Framework
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2015

### **Roles and Responsibilities for SEND & Inclusion**

All staff at St Joseph's Catholic Primary School have responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and inclusive attitude is shown towards all pupils at all times.

The Senior Leadership Team (SLT) works collaboratively to ensure that the policy for inclusion is implemented whole-heartedly and effectively throughout the school. The school curriculum is regularly reviewed by the SLT, which includes the SENDCo/Inclusion Manager, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom, for example, school trips and extra-curricular activities.

The SENDCo/Inclusion Manager is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND and Inclusion, about the ongoing effectiveness of this inclusion policy.

The SENDCo/ Inclusion Manager is also the Designated Teacher (DT) for Children Looked After, and has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The SENDCo/Inclusion Manager takes the role of EAL Coordinator and is responsible for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

### **Head teacher**

The Head teacher is responsible for:

- overseeing the implementation of the Inclusion policy throughout the school;
- monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn;
- analysing the whole-school pupil progress tracking system;
- monitoring and analysing the whole-school provision map for vulnerable learners;
- holding pupil progress meetings, with the Assessment Coordinator, SENDCo and individual class teachers;
- holding regular meetings with the SENDCo/Inclusion Manager to monitor and evaluate SEND, inclusion and specific provision in place across the school;
- communicating with pupils and parents when appropriate;

You can contact the Head Teacher by emailing the office at [office@stjosephswetherby.com](mailto:office@stjosephswetherby.com) or calling the office and leaving a message with your contact details.

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- identifying on a provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans;
- co-ordinating provision for children with special educational needs;
- liaising with and advising teachers;
- managing other classroom staff involved in supporting vulnerable learners;
- overseeing the records of all children with Special Educational Needs;
- liaising with parents of children with SEND, in conjunction with class teachers;
- contributing to the in-service training of staff;
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support;
- overseeing the smooth running of transition arrangements from class to class and transfer of information for pupils leaving to attend other schools including Y6 to Y7.
- monitoring the school's system for ensuring that SEND Support Plans, where it is agreed they will be useful for a pupil with SEND, have a high profile in the classroom and with pupils;
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENDCo to ensure that these meetings occur);

- liaising sensitively with parents and families of pupils and keeping them informed of progress and listening to their views of progress;
- attending area SENDCo network meetings and training as appropriate;
- liaising with the school's SEND Governor;
- liaising closely with a range of outside agencies to support vulnerable learners;

You can contact the school SENDCo by emailing the office at [office@stjosephswetherby.com](mailto:office@stjosephswetherby.com) or calling the office and leaving a message with your contact details.

### **SEND Governor**

Our SEND Governor is responsible for working with the SENDCo and senior leadership team to monitor the implementation of policy and practice of SEND & Inclusion policy. They ensure all statutory requirements are met.

### **Class Teachers**

Class teachers are responsible for:

- the delivery of Quality First Teaching to meet the needs of all pupils;
- identifying children in need of early help;
- adapting classroom provision and teaching strategies to meet the needs of all pupils;
- analysing internal tracking data and end of key stage assessment in order to monitor progress of all vulnerable learners and planning appropriate interventions;
- identifying appropriately trained and capable teaching assistants, HLTAs and intervention teachers to deliver these interventions where appropriate;
- monitoring the delivery and frequency of the interventions;
- reviewing, evaluating and liaising with SENDCo to update SEND Support Plans and interventions as necessary;
- Liaising with parents, guardians to offer support and advice when appropriate;

You can contact your child's class teacher by emailing the office at [office@stjosephswetherby.com](mailto:office@stjosephswetherby.com) or calling the office and leaving a message with your contact details.

### **Designated Teacher for Children who are Looked After (or have Special Guardianship Arrangements)**

The Designated Teacher (DT) will be responsible for:

- ensuring all children who are looked after or who were previously looked after are included in the provision map where necessary;
- analysing internal tracking data and end of year assessments to ensure that appropriate progress is made;
- attending reviews and Virtual School briefings;
- writing Personal Education Plans (PEPs);
- completing all necessary paperwork including that for reviews;
- communicating with the children and carers.

## **More Able and Talented Leader**

The More Able and Talented Leader will be responsible for:

- identifying children who are More Able or Talented;
- ensuring opportunities to develop abilities and talents are offered to these children;
- analysing internal tracking data and end of year assessments to ensure that appropriate progress is made;
- communicating with children and parents.

You can contact the senior leader for more able and talented children by emailing the office at [office@stjosephswetherby.com](mailto:office@stjosephswetherby.com) or calling the office and leaving a message with your contact details.

## **English as an Additional Language Leader (EAL)**

The EAL Leader will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with EAL, ensuring they are identified on the school's provision map whenever necessary;
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background;
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice;
- overseeing the initial and on-going assessment records on all children with EAL;
- liaising with parents of EAL children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress;
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum;
- attending EAL Leader network meetings and training as appropriate;

You can contact the senior leader for EAL by emailing the office at [office@stjosephswetherby.com](mailto:office@stjosephswetherby.com) or calling the office and leaving a message with your contact details.

## **Special Education Needs Teaching Stages**

In line with the New SEND Code of Practice (2015), a graduated response of, 'Assess, Plan, Do, Review,' forms a cycle through which decisions and actions are revisited, refined and revised. We complete this process with a secure understanding of the pupil's needs, and what supports the pupil in making progress and securing positive outcomes. Class teachers, TAs, SENCo, parents, and where appropriate, pupils, are included in this cycle.

The following stages set out our approach to the identification, amelioration and assessment of children's special educational needs.

### **Stage 1: Quality First Teaching**

Stage one consists of well-differentiated, quality first teaching, including, where appropriate, quality first top up sessions. Our quality first top up sessions are informal and responsive to support addressing gaps in knowledge/skills quickly and may include children who do not

have SEND needs as well. All learners will have access to quality first teaching which is rigorously monitored and evaluated by Subject Leaders and the Senior Leadership Team.

Some vulnerable learners may need access to additional interventions. These will be pupils who have been identified by school as underachieving and in need of making accelerated progress but will not necessarily be pupils with special educational needs; this is considered to be a differentiation of the usual school curriculum not a special intervention for pupils with SEND.

All vulnerable learners are recorded on either a SEN register, Watching List or Barriers to Learning register depending on their need which are updated half-termly. This enables the school to:

- plan strategically to meet pupils' identified needs and track their provision;
- audit how well provision matches need;
- recognise gaps in provision;
- highlight repetitive or ineffective use of resources;
- cost provision effectively;
- demonstrate accountability for financial efficiency;
- demonstrate to all staff how support is deployed;
- inform parents, LEA, external agencies and Ofsted about resource deployment;
- focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

**Identification and Assessment at Stage 1:** Class teachers working with support from TAs and SENDCo will all be involved in the identification and assessment stage. Children's needs will be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, and other whole-school pupil progress data;
- classroom-based assessment and monitoring arrangements - cycle of assess, plan do & review;
- following up parental concerns;
- tracking individual children's progress over time; liaison with feeder nurseries on transfer;
- information from previous schools;
- information from other services;
- maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding;
- undertaking when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language;
- involving an external agency where it is suspected that a special educational need is significant.

If a child needs to be added to the school's SEN register, teachers, TAs, SENDCo and parents will have worked together through the identification stage and be in agreement.



**Curriculum Access and Provision for Vulnerable Learners:** Where children are underachieving and/or identified as having SEND, the school provides for these additional needs in a variety of ways, carefully determined through rigorous identification procedures and with the support of external agencies if appropriate. No one child is the same so the approaches to address targets identified for individual pupils may include:

- pupil passport (all pupils with SEND will have)
- personalised provision map (all pupils with SEND will have)
- SEN support plan (if needed)
- Personalised targets, e.g. BSquared, etc (if needed).
- teachers differentiate work as part of quality first teaching (QFT);
- QFT top ups which are responsive and address gaps quickly;
- the learning environment is adapted;
- specific, evidence based interventions;
- other small group work;
- access arrangements in tests;
- individual class support/individual withdrawal;
- bilingual support/access to materials in translation;
- further differentiation of resources;
- afterschool booster/clubs;

All SEND provision is reviewed by class teachers and SENDco at least half termly, if not sooner, based on their progress. New targets are set as appropriate and in a timely manner. These are shared with parents at termly reviews. The quality of provision for all learners is regularly reviewed by the senior leadership team, SENDco and SEN governor as well as external agencies including SENIT, Educational Psychologist and the Local Authority.

### **Stage 2: Additional SEND Support (Graduated Approach)**

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

*A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age has a learning difficulty or disability if he or she:*

- 1) Has a significantly greater difficulty in learning than the majority of others of the same age*
- 2) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*For children age two or more special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

The SEN Code of Practice (2015) specifies four broad areas of need:

- communication and interaction (including Autism Spectrum Disorder)
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

As well as the above 4 areas, we recognise that there may be additional behaviour challenges linked to SEND needs, and we work with all stakeholders and agencies to develop practice to support progress in these areas. If a child has behaviour needs, but no SEND need, then our behaviour policy is followed.

Under-achieving pupils and pupils with EAL who do not have SEND, will not be placed on the list of pupils being offered additional SEND support but will be monitored in termly progress meetings. In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole school tracking system.

Our approach to SEND Support plans, which we recognise are no longer prescribed in the SEND Code of Practice 2015, is that they:

- are a planning, teaching and reviewing tool (assess, plan, do, review) which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended;
- will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons as to why a pupil is having difficulty with learning;
- will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”;
- will be based on informed assessment and will include the input of outside agencies where appropriate;
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly in line with the Teaching & Learning Policy or sooner if there is evidence of progress.
- will be time-limited;
- will have a maximum of four short/medium term SMART targets set for or by the pupil if appropriate;
- will specify how often the target(s) will be covered;
- will state what the learner is going to learn, not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period;

Targets for a SEND Support Plan will be arrived at through:

- discussion between teacher and SENDCo;
- discussion, wherever possible, with parents/carers and pupil;
- discussion with another professional;

Please note that not all SEND children need a support plan as their needs may be catered for through their pupil passport, personalised provision map and for some SEND children, through their BSquared targets.

### **Stage 3: Education Health and Care Plan (EHCP)**

On very rare occasions, where a pupil has a life-long or significant, severe and sustained need, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes despite the relevant and purposeful action taken to identify, assess and meet their need, so a request can be made for an Education Health and Care Plan (EHCP) may be made to SENSAP (Special Educational Needs Statutory Assessment Provision).

This is an assessment process which joins different local agencies across education, health and social care to work together to meet the child's needs. This will usually be requested by the school but can be requested by a parent. This replaces the previous SEND statement process.

Pupils with an Education Health and Care Plan will have access to all arrangements mentioned above in stage 2 and stage 3, and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding and an Education Health and Care Plan. We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Children's Services policy and guidance - particularly with regard to the timescales set out within the process.

**Criteria for Exiting SEN Register:** SEND children are monitored regularly both in terms of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN register are made in partnership with the parent/carer at the end of each monitoring cycle when parents meet with the SENDCo to review termly progress.

**Unable to Meet Need:** We work proactively with external agencies including SENIT, Educational Psychologist, Speech and Language, Area Inclusion Partnership, etc. but, in rare cases, there may come a point where we are unable to meet the needs of the child. If this was the case, there would be rigorous evidence of the graduated approach with extensive support from external professionals, and an application for an EHCP.

### **Medical Needs**

At St Joseph's, we recognise that children and young people at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children and young people with medical needs may be disabled and where this is the case, school will comply with its duties under the Equalities Act 2010. Some may also have Special Educational Needs and may have an EHCP. If so, the SEND Code of Practice 2015 is followed. See Medical Needs Policy.

## **Inclusion of Pupils with English as an Additional Language**

### **Definition**

*A pupil who has English as an Additional Language (EAL) is a pupil whose first language is not English, and who uses their first language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.*

### **EAL Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community and are active in preventing discrimination in our school community.

### **Provision for Pupils with EAL**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of inclusive strategies, interventions and differentiation of the usual school curriculum through Quality First Teaching. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition;
- a further home language assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language;
- work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge;
- additional support for pupils may be given through first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary;
- progress of EAL pupils will be monitored against both A Language in Common and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EAL Leader or SENDCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

### **Support for Parents with EAL**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever

possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

### **Inclusion of Children who are Looked After**

Our school recognises that children who are looked after have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :

- placement instability
- unsatisfactory educational experiences of many carers
- too much time out of school
- insufficient help if they fall behind
- unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school;
- ensuring that children who are 'looked after' have access to the appropriate network of support;
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals;
- preparing a report on the child's educational progress to contribute towards the statutory review;
- liaising with the child's social worker to ensure that there is effective communication at all times;
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with Children's Services and Virtual School (VS) for Children which promote the educational needs of Children who are Looked After and monitors admissions, PEP completion, attendance & exclusions.

### **Inclusion of Pupils who are Very Able and/or Talented**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

## **Identification of able and/or talented**

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map

## **Provision for Able and/or Talented**

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common challenge that allows the children to respond at their own level;
- an additional extension challenge that broadens a child's learning in a particular skill or knowledge area;
- an individual challenge within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, musical and mathematics clubs. School based provision includes opportunities for specialist teaching in partnership with secondary schools.

## **COVID Provision for our SEND Children**

Should we re-enter a pandemic, we will take great care to ensure all our children at St Joseph's Catholic Primary School are supported in the best ways possible. We are aware that our children with SEND may find some aspects of the guidance, restrictions and lockdowns more difficult due to their specific needs. We are also aware of the effect this may have had on families and parents trying to support their children.

Some of the ways we are supporting children and families have been developed as our awareness of different issues has been heightened.

Below are some of the ways we have supported or will support our SEND children through the pandemic:

- **How we are provide support for learning for our SEND children during lockdown.**
  - Discussions with parents of our EHCP children/vulnerable children and risk assessments regarding attending school during lockdown.
  - Regular calls made to parents to ensure children are accessing learning online and if there are any difficulties how we could support them.
  - Teachers providing personalised resources in line with their specific personal targets.
  - Daily well-being check ins with their class teacher and regular phone calls arranged to suit the needs of each child.
  - Parents given reassurance and time to discuss difficulties or issues with teachers and SENDCo.
  
- **Transitions back into school.**
  - Where needed, transitions back into school are discussed with parents to suit the needs of our children. This involves plans such as children having personalised visits and time with their teacher.
  
- **Assessment of need and how we provide support once back in school- (COVID impact on support staff movement/cover, assessment).**
  - Class teachers assess the support our SEND children need once back in school, through observations, assessments etc.
  - Discussions with SENDCo will ensure the best support can be given.
  - Rigorous planning to ensure that quality first teaching (QFT) as much as possible is accessible to SEND pupils.
  - Interventions, where needed, are carefully planned but may face interruptions due to isolations/bubble closures, etc.
  - Where appropriate, outside agencies will be consulted.
  
- **How we aim to support SEND children through future isolations.**

Teachers and SENDCo will discuss previous strategies used for particular children to access home learning and parents will be supported as much as possible through emails, phone calls or zoom meetings. We will review at each isolation period, in consultation with parents, to ensure that practice is adapted where needed in line with need.
  
- **Supporting our ECV children who are shielding.**

Parents of children who have been identified as Extremely Clinically Vulnerable will have the option to SEND their child back to school if they feel it is safe to do so. Individual risk assessments may need completing. Children whose parents decide that they need to shield will be supported to access learning at home via work packs. Some 1:1 sessions may be appropriate.
  
- **Meeting with outside agencies over Zoom and how we hope this will move forward.**

Some outside agencies are beginning to come back into schools. However, we still have many professionals who would normally visit schools to observe children and work with staff, that are still being instructed to meet virtually. We hope this will change over the coming months as it is difficult for them to get a true picture of the child that has been referred to them.
  
- **Holding statutory meetings.**

We are trying to ensure statutory meeting happen on time, however, some may have need to be rescheduled. This could be due to parents being unable to attend virtually, professionals not being able to observe children, lack of evidence towards targets due to

time missed through lockdown. Extra time may be given to work on these targets agreed by all parties.

➤ **FFI**

Guidance is sent to schools regarding any changes to application schedules for top up funding.

### **Admission Arrangements**

The admission arrangements for **all** pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements of SEND and those without.

All SEND paperwork should be passed to the school SENDCo by the previous school or setting/parents/guardians/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

### **In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND and Inclusion and to prevent discrimination.

The SENDCo attends relevant SEND courses including termly SENDCo forums and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* of our staff on SEND. The SENDCo, with the SLT, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Working in Partnerships with Parents**

St Joseph's Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENDCo throughout the year. Parents are kept up to



date with their child's progress through progress reports, parent's evenings, provision reviews, and end of year reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Links with Other Schools**

The school is a member of the Elmet Partnership of Schools (EPOS) Wetherby cluster of schools and the Wharfe Valley Learning Partnership (WVLP). This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

The school is also a member of SATSA. SENDCos from this partnership work together on a regular basis to share good practice and keep up to date with changes to legislation. This ensures we fulfil our mission statement of the partnership:

*Jesus Christ is at the centre of the life of the Partnership. We work together to ensure that all children reach their full potential by striving to offer the highest possible standards of education. We recognise that every child is unique, created in God's image. We celebrate and nurture their individual gifts and talents. Inspired by faith, our partnership shares its achievements offering each other challenge and support, as together we follow Christ in self-giving love and service.*

St Joseph's also strives to ensure smooth transition from Primary school to High School and makes relevant schools aware of children with SEND and inclusion needs who will be attending their school. Where appropriate transition meetings will be held to discuss relevant children with parents, children, SENDCo from St Joseph's with SENDCo and Head of Year of new schools in attendance.

### **Monitoring and Evaluating the Success of Provision**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCo and Senior Leaders;
- ongoing assessment of progress made by intervention groups;
- work sampling on a termly basis;
- scrutiny of planning;
- learning walks;
- teacher interviews with the SENDCo and Senior Leadership Team;
- informal feedback from all staff;
- pupil interviews when setting new SEND Support Plan targets or reviewing existing targets;
- pupil progress tracking using assessment data (whole-school processes);
- monitoring SEND Support Plans and evaluating the impact on pupils' progress;
- attendance records;

- Head-teacher's report to parents and governors;
- feedback from parents/guardians;
- partnerships schools, e.g. St Anthony's Teaching School Alliance and Wharfe Valley Learning Partnership conducting senior leader monitoring visits;
- local Authority and School Improvement Officers conducting deep dives;
- external agencies including SENIT, Speech and Language Therapists and Educational Psychologist.

There is an annual formal evaluation of the effectiveness of the school's inclusion, provision and policy. The evaluation is carried out by the SENDCo and Head teacher and SEND Governor. Information is gathered from different sources such as child and parent/guardian surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/ school provision map/ the evaluation of interventions. Evidence collected will help inform school development and improvement planning.

### **View of Stakeholders**

We value the views of all stakeholders including children, and we gather this through pupil voice, formal parent questionnaires and informally during SEN parent meeting termly reviews. In addition, parent voice is a strong feature of all referrals made by school to outside agencies.

### **Funding**

Funding for SEND need is made up of core educational funding which school receive for every child, a 'notional SEN budget' and high need top up funding from the LA if the children meet the criteria.

### **Information Holding**

All data will be kept on a password protected management system and destroyed in line with GDPR regulations.

### **Complaints Procedure**

If a parent or guardian has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, or the Head teacher who will be able to advise on formal procedures for complaints. *(Alternatively please see complaints policy)*

### **Review**

This policy will be reviewed annually.