



St Joseph's College
Special Educational Needs and
Disability (SEND) Policy

Date Reviewed- October 2021

Next Review Date-October 2022

Chair of Governors signature:

A handwritten signature in black ink, appearing to read 'Allan', is written over a horizontal line.

This SEND policy is a key document to support the finest inclusive practice in our school. It outlines our statutory responsibilities and approaches to ensure that all students including those with SEND can achieve the best possible learning outcomes and engage successfully in all aspects of the wider school community.

RATIONALE

This policy has been written in recognition of the values of St. Joseph's College as a Catholic School which in its own mission statement states that:

'Each individual is considered by all to be of equal worth and value, and accordingly is treated by all with respect and dignity'.

We also subscribe to the Diocesan Mission statement of the Archbishop of Southwark that includes the following words:

'We acknowledge that some of our children have Special educational needs that require extra support and resources. This should not affect their entitlement to education in a Catholic School'.

We are a catholic community, committed in our mission statement to the vision of the school as a spiritual building whose cornerstone is Christ and whose foundations are the Apostles and Prophets. It follows that our community must be one of love, all of whose members honour the Christ they find in one another. Each person in the school, no matter what his or her worldly status, deserves to be treated with the respect and, indeed, reverence due to one created in the image of god and redeemed by the Precious Blood of Jesus Christ. We are therefore committed to the education of all students in our school, whatever their ability and whatever their special educational needs.

This policy complies with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office.

Our Special Educational Needs Coordinator (SENCO) takes overall responsibility for the operation of this policy and coordinating specific provision for students receiving SEND support. Our SENCO also contributes to the strategic development of SEND provision.

Our SENCO is Ms B Musamadya. She can be contacted via email or through the school office.

Email address: bmusamadya@sjc.ac

The SENCO is a qualified teacher and is experienced in this role.

The Senior Teacher with responsibility for SEND is **Mrs Catherine Kane**, Headteacher: ckane@sjc.ac

The Safeguarding Governor is Ms Maureen Obi-Ezekwelu. She can be contacted through the school website information email address: admin@sjc.ac

and the chair of Governors Brother Ben Foy email: chair@governors.sjc.ac.

This policy was agreed by the Governors on:

It will be reviewed no later than: **Summer 2022**

Section 1: Our values and vision in relation to SEN provision

Our vision is that St Joseph's College is an inclusive school which welcomes students from all walks of life. The student's needs and wellbeing are central to our philosophy and drive our decision making and underpin our policies. We adhere to the values and principles set out in the 2014 SEND Code of Practice and strive to ensure that the views, wishes and feelings of the student and their parents/carers are taken into account at all times. We also place great importance on the student, along with their parents/carers, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions. Moreover, we understand the need to support the student and their parents/carers, in order to facilitate the development of the student and to help them achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood.

Aims of this policy:

- To ensure that responsibility for provision for students with SEND remains an integral part of the whole school provision
- To ensure that students with SEND can engage successfully in all school activities alongside students who do not have SEND, including making reasonable adjustments for those students with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents/carers, Croydon Local Authority and other key agencies so that the needs and strengths of each student with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet students' need through universal and targeted training/continued profession development
- To promote independence and resilience in students with SEND so that they are well prepared for transition to adulthood

Section 2: ADMISSION ARRANGEMENTS FOR STUDENTS WITH SEND

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage students with a disability or SEN.

The Code of Practice requires a school to admit all students who have a Statement of Special Educational Need or Education Health and Care Plan where it has been requested by parents/carers as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC Plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the student
Or
- The attendance of, or the inclusion of the student would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a student with a Statement or Education Health and Care Plan reflect the individual circumstances of each student and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENCO, in collaboration with parents/carers and other key agencies, will ensure appropriate provision is in place to support students with SEND entering the school (See Section 6: Transition)

Section 3: Identifying Special Educational Needs

The school uses the definition of SEN and disability as set out in the SEND code of practice and Equality Act 2010 (Appendix 2)

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight students who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when students join the school, taking into account information from any previous settings or agencies as appropriate
- Regular tracking of all students to monitor rates of progress and attainment
- Concerns raised directly by parents/carers or other agencies

As well as progress in core subject areas, progress in other areas will also be considered such as social development and communication skills.

In determining whether a student may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage
- Gaps in learning

The school acknowledges that consideration of these factors will be particularly important when a student is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a student requires additional send support the SENCO and other relevant staff will review current arrangements to meet the student's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. They will adopt the Assess, Plan, Do, Review model outlined below. The class/form teacher will liaise regularly with the student's parents/carers, the student, other key staff and their Head of Department/Year during this process. Careful records will be kept to document the support offered and the impact of it.

Section 4: Meeting the needs of students with SEN.

When it is evident that a student will require higher levels and more tailored support than is available from everyday teaching we will offer **Additional SEN Support**. This will become apparent if the support offered through the class/form teacher's Assess, Plan, Do, Review cycle(s) has not addressed the issue or if a more serious issue arises.

Parents/carers will be formally notified that their child will receive this additional support and placed on the **SEN list** where his/her progress and provision can be monitored more closely.

The SEN list

The register provides an updated record of all students receiving additional SEN support so that:

- progress and achievements of students with SEND can be more closely monitored
- there is an overview of the range and level of need across the school
- school provision reflects and is responsive to current profile of need

Close monitoring of the students on this list also provides evidence to show impact of the school provision for students with additional needs.

Once identified as requiring additional SEND support, students will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the 2014 SEND Code of Practice. It will enable a growing understanding of the student's needs and the nature of support the student will require to make good progress and secure positive outcomes. Depending on the need of each student, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

The Graduated Response:

ASSESS:

Once identified as requiring additional SEND support a more detailed assessment of the student's needs will be carried out. This will include discussions with parents/carers and, when appropriate, the student. It may draw on assessments and reports from external agencies involved with the student. Learning Support staff may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each student's difficulties will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual student will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment will give a detailed picture of each student's strengths and their primary and secondary special needs.

PLAN:

The school will use the information from the assessment to draw up a Pupil Learning Plan (PLP) to show the support that will be offered. The plan will:

- Be outcome focused, with the desired benefit or difference from any intervention clearly identified. This will also support the evaluation of any impact of any provision
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents/carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a student
- Be recorded on individual support plans or on class/school provision maps
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents/carers will receive a copy of this plan with the time frame/date when it will be reviewed.

DO:

Class/subject teachers, with the support of Learning Support staff, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regularly liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

REVIEW:

The impact of any additional support offered will be reviewed at least termly. Parents/carers will be invited to attend along with students when this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the students' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Students' response to the support and view of their progress where this is applicable
- Views of parents/carers and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents/carers, the SENCO will make a referral to specialist agencies.

A full list of external agencies the school uses to support the progress and welfare of students with SEND is included in Appendix 3.

Removal from the SEN list:

If a student makes good progress and achieves the outcomes set they may no longer require additional SEN support and his/her name will be removed from the register. Parents/carers will be involved in this process and agreement sought. Progress will continue to be monitored regularly as part of the ongoing tracking for all students.

Education Health and Care Plans:

The additional needs of most of the students with SEND at St Joseph's College will be met by teacher interventions and resources from the school.

In a few cases the students with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCO, in consultation and agreement with parents/carers and other specialist agencies will make a request to the Local Authority for an Education Health and Care Plan (EHC Plan)

Full details of the process for requesting an EHC Plan can be found on the Croydon SEND offer website (details in Appendix 3).

The EHC Plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents/carers, students and external agencies.

Section 5: Meeting the needs of students with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any students with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Health Care Plans (IHC).

The Designated Teacher with responsibility for coordinating Individual Healthcare Plans is the SENDCo.

The IHC plans will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents/carers, student as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed at least termly or sooner to reflect changing needs and support.

Where a student with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a student with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Section 6: Transition Arrangements – Arrangements to support students with SEND moving into the school or moving to a different school. These can also be found in the School Information Report on the College's website.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO and relevant Head of Year.

For students with SEND joining the school in Year 7 or 12, the SENCO will seek information about the nature and level of needs for students identified with SEND and the provision that has already been offered to overcome these barriers. Where there is a high level of need this may involve visits to primary school and information sharing meetings with the student's family, primary school teachers and other key agencies supporting the student. The student and his/her family will also be offered the chance to visit the school before they start, to help with familiarisation. The SENCO and Head of Year 7 will work closely with primary school staff to support a detailed Transition Plan which sets out clearly how the move will be managed. Primary school SENDCos are responsible for the 'Transition Plans and the information within these is subsequently passed on following entry to secondary

school. This is likely to be the case where the student has a Statement of Special Educational Needs or EHC Plan.

The above process will also apply to students transferring to Years 8-11 & 13 at the start of an academic year, as well as any student joining the school part-way through an academic year.

Section 7: Funding and Resources

The school receives additional funding from the Local Authority each year to facilitate the needs of students requiring additional SEND support. The value of this funding is based on a range of indicators relating to prior attainment of students entering the school and levels of deprivation.

The school leadership, through consultation with the SENCO and Governing Body, decide on how this funding will be deployed to meet the range and level of need for students with SEND across the whole school. This is a finite sum and is not adjusted through the year to take into account of any changes in the cohort of students with SEN.

Section 8: Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to differentiate and scaffold learning for the students with a range of SEN within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for students with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individual or groups of students with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting students with SEND.

Section 6: Roles and Responsibilities

Information on roles and responsibilities within the Learning Support Department can be found in the School Information Report on the College's website.

The SENCO:

The SENCO has the day to day responsibility for the operation of the SEND policy and the provision in school. This includes the line management of the School Counsellor, Learning Support Room Manager and Teaching Assistants. The SENCO provides guidance and support to staff in relation to meeting the needs of students with SEN. The SENCO has a key role in developing positive partnerships with parents/carers and other external agencies in order to fully address the needs and support progress for students with SEND. The SENCO will also take a key role in supporting the transition of students with SEND to different settings.

The Governing Body

The Code of Practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that students with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside students with no SEND.

The Governing Body will ensure the school meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents/carers and students are fully considered.

The Safeguarding Governor at St Joseph's College is Ms Maureen Obi-Ezekwelu.

The Safeguarding governor will meet regularly with the SENCO to review and evaluate effectiveness of the schools' SEN provision and contribute to plans to develop and enhance this provision.

The lead governor will also ensure that updates on the quality and impact of SEND provision are regular items on the Governing Body's cycle of meetings.

Other key staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

Head of Faculty Inclusion: Mrs Joan Henshaw

**Designated Teacher for Safeguarding & Children Looked After (The College's Welfare Manager):
Miss Maria Gayle**

Attendance Officer: Miss Catherine Kingston

EAL Coordinator: MR Alex Barnett

Section 9: Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all students, including students with SEND.

In evaluating the quality of the SEND provision the school will take into account a range of evidence including looking at the level of achievement of students with SEND compared to standards achieved by this group nationally, case studies for groups and individual students, monitoring of interventions and views and feedback of parents/carers and students.

Section 10: Dealing with Complaints

Parents/carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents/carers should speak to the class teacher/form tutor with further discussions with the SENCO, Head of Year or other key staff as required.

Where these initial attempts to resolve the issue are unsuccessful parents/carers will be encouraged to seek advice and support from the local parent/carer SEND Information, advice and support service (SENDIAS). This is an independent and impartial service. Parents/carers will also be encouraged to discuss concerns with other key professionals supporting their child. This might be the educational psychologist.

If issues remain unresolved parents/carers can choose to seek the support of the local 'Disagreement Resolution Service'. This service is commissioned by Croydon LA but operates independently. They can provide a quick and non-adversarial way of resolving disagreements.

If concerns are still unresolved parents/carers will be asked to make a formal complaint and directed to the School Complaints Procedures.

Where the complaint is directly related to decisions around an EHC Plan, assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents/carers will be contacted directly to receive information about the mediation services available.

Section 11: Anti Bullying

We recognise that students with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. All students with SEND have a named adult (the appropriate Head of Year) to report any incidents of bullying to. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

Section 12: Disability Access Arrangements

The College will ensure that arrangements are put in place to support students with accessibility needs. For further information on this, please refer to our accessibility policy.

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and families Act 2014. It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25 (2014)
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting Pupils at School with Medical Conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working Together to Safeguard Children (2013)
- Keeping Children Safe in Education (2016)

Croydon's local offer for SEN:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-education/>

Appendix 2: Definition of Special Educational Needs

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 has:

- *A significantly greater difficulty in learning than the majority of other pupils of the same age*
or
- *Have 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 of post 16 institutions*

SEND Code of Practice 2014

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- *Sensory impairments such as those affecting sight and hearing*
- *Long term health issues such as asthma, epilepsy and cancer*

Equality Act 2010

Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:

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| Croydon Educational Psychology Service | Tel: 020 8604 7300 |
| Croydon CAMHS | Tel: 0203 228 000 |
| www.slam.nhs.uk | |
| Occupational Therapy | Tel: 020 8274 6854/50 |
| Children’s Physiotherapy | Tel: 020 8274 6853 |
| Speech & Language Therapy | Tel: 020 8714 2594 |
| http://www.croydonhealthservices.nhs.uk | |
| Community Paediatricians | Tel: 020 8274 6300 |
| Peripatetic Visual Impairment Service | Tel: 020 8760 5784 |
| linda.james@croydon.gov.uk | |
| Peripatetic hearing impairment service | Tel: 020 8760 5783 |
| luisa.saddington@croydon.gov.uk | |
| Croydon Locality Early Help | |
| earlyhelp@croydon.gov.uk | |
| Croydon Primary Behaviour Support Team | Tel: 020 8686 0393 |
| Secondary Fair Access Panel | Tel: 020 8726 6162 |
| Valerie.Burrell-Walker@croydon.gov.uk | |
| Parents in Partnership | Tel: 0208 663 5626 |
| www.pipcroydon.com/ | |
| SENDIAS (SEND support for parents and carers) | Tel: 020 3131 3150 |
| parentssupportherts@familylives.org.uk | |
| Contact a Family | Tel: 0808 808 3555 |
| www.cafamily.org.uk/advice-and-support/ | |
| Council for Disabled Children | Tel: 0207 843 1900 |
| www.councilfordisabledchildren.org.uk/ | |