

**St. Joseph's Specialist School & College**  
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# **Special Educational Needs (SEN) Policy**



***Christ in our Lives***  
***'No limits ... just possibilities'***

*Reviewed: November 2017*  
*Curriculum Committee*  
*Annual*

**STATUTORY POLICY**  
**WEBSITE POLICY**  
**GOVERNOR POLICY**

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## **Introduction**

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equal opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all students matter. The culture, practice, management and deployment of the school's resources are designed to ensure all students and young people's needs are met.

St Joseph's Specialist School & College believes that all students, regardless of ability and behaviour, are valued equally. Students' needs are recognised and met through varied and flexible provision throughout the waking day.

## **Objectives & Guiding Principles of the SEN Policy**

- To ensure that all students, regardless of their learning disability, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for all our student's often complex, special educational needs.
- To help every student realise his or her full potential and optimise their self-esteem.
- To encourage the whole school community to demonstrate a positive attitude towards students.
- To encourage an effective family partnership in developing and implementing a joint learning approach at home, at school and across the 24 hour curriculum.
- To encourage and support students to participate in all decision making processes that occur at school i.e. their views are sought and taken into account.
- To follow the Code of SEN Practice (2001) and the SEND Code of Practice 2014 which recommends a graduated approach whereby methodologies and actions are matched to the individual student's needs.

## **Definition of SEN**

All students at St Joseph's are identified as having SEN. St. Joseph's Specialist School & College constitutes Special Educational Needs provision. The Code of Practice 2014 covers the 0-25 age range and now includes guidance relating to disabled children and young people as well as those with the SEN. The Code of Practice states the following as a definition of Special Educational Needs:

'Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children have a learning difficulty or disability if:

- They have a significantly greater difficulty in learning than the majority of others of the same age; or
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions within the area of the local authority;
- For children aged 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. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in the Code across the 0-25 age range but includes LDD.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.'

### **Co-ordination of SEN Policy**

The SENCO (Special Educational Needs Co-ordinator) for St Joseph's is Fairley Allan.

The SENCO is responsible for:

- Overseeing the maintaining of the policy
- Ensuring that appropriate provision is made for SEN within St. Joseph's
- Ensuring EHCP outcome review meetings and Inclusion multi-disciplinary meetings are scheduled, and achievable small-step targets agreed
- Ensuring TAs and Inclusion Support are deployed effectively to meet the needs of students
- Advising and supporting education, care and therapy staff as necessary
- Liaising with external agencies as necessary to ensure the needs of students are met
- Liaising with families
- Contributing to the Professional Learning of staff in this area
- Liaising and coordinating with various Local Authorities (LAs) for the smooth transition from Educational Statements to Education, Health and Care Plans (EHCP).

All education, therapy and care staff are responsible for meeting the complex needs of students at St. Joseph's.

Each class team includes an engagement support TA who takes a lead role in behaviour management and in training staff in her/his class in this area.

The SENCO updates as relevant this policy, ensuring that all staff contribute to review and evaluation. Multi-disciplinary, inter-agency co-operation is in place to ensure provision meets the needs of our students. We link with other schools, voluntary organisations, social care and LAs. We work with the following on a regular basis:

- LA Educational Psychologists
- Autism Advisers
- Hearing Impaired Advisers
- Visually Impaired Advisers
- Physiotherapists from Primary Health Care Trust

- CAMHS
- Specialist Psychiatrists
- Cranford Confederation SENCOs

### **Special facilities and building adaptations**

The School has an accessibility plan (see separate policy) and over time has improved disabled access across the site and continues to make further improvements year on year e.g. one of the latest improvements has been a ramp into the school playground and an internal ramped corridor in the school building so that parents / visitors can access the classrooms. A disabled toilet has also been installed in the horticultural area for students to use rather than having to come back into the school building.

### **Admission arrangements**

Please refer to St. Joseph's current Admissions Policy.

### **SEN Specialism**

St Joseph's has NAS Autism Accreditation, and was re-accredited in October 2015. It has good provision for students on the autistic spectrum. Its next accreditation visit is due in October 2018. St. Joseph's also provides for students with Downs, ADHD and a range of other complex and severe difficulties. St. Joseph's staff are Team Teach trained and promote Positive Behaviour Support to manage challenging behaviour well. St. Joseph's has also attained Specialist School Status in the SEN area of Communication & Interaction. A whole school strategy to promote working positively with students through reflective practice is in place.

### **School Responsibilities**

#### **Curriculum entitlement**

All students have access to a broad and balanced curriculum that includes the National Curriculum. The Governing Body of the school is ultimately responsible for ensuring that students receive the curriculum to which they are entitled. For further clarification refer to the Curriculum Policy Document for each National Curriculum subject area.

All Subject Leaders also have an evidence portfolio that details how their subject addresses the needs of students including details of personalisation and differentiation.

#### **Policy on SEN training for staff**

Whole staff training in SEN is identified and met through CPL provision. SEN training sessions are organised as required to meet the current needs of students.

During induction, future training needs are identified. All education and care staff receive regular training including Positive Behaviour Support, Team Teach, Makaton and Autism interventions.

#### **Inclusion of students within and beyond St. Joseph's**

(See Inclusion Policy)

## **Curriculum**

### **Awareness of standards of achievement of individual students**

St Joseph's staff monitor the standard of achievement of individual students through:

- Teacher observation and where appropriate regular marking of daily work;
- Formative assessment;
- Half-termly assessments entered on Connecting Steps (KS2, 3, 4) (Summative assessment) and linked to CASPA
- Half-termly SCERTS target setting and appraisal (Social Communication Emotional Regulation Transactional Support)
- KS 4 & 5 accreditation;
- End of year and Key Stage teacher assessment of National Curriculum and P levels;
- Annual Reading Tests
- Speech & Language specific tests

### **Access to modification and disapplication from the National Curriculum**

The programmes of study for each key stage for each subject in the National Curriculum will be taught to students in line with the National Curriculum.

Appropriate provision will be made for students who need to use:

- a means of communication other than speech, including augmentative aids, signing, symbols, PECS;
- technological aids in practical and written work;
- aids or adapted equipment to allow access to practical activities within and beyond school.

In the exceptional case of such a curriculum being inappropriate for a student with special educational needs, the Executive Principal may give a special direction for either modifying or not applying the National Curriculum for a student for a period of up to six months, in accordance with section 19 of the 1988 Education Reform Act.

The only other time a disapplication or modification will occur will be when this is amended by and registered on a student's Statement of Educational Needs or EHCP.

### **Learning and Teaching arrangements for students**

See St. Joseph's Learning and Teaching Policy.

### **Family Partnership**

Our aim is to develop a partnership where professionals and families work together in the best interests of students. St. Joseph's recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the student are always sought and taken into consideration.

Families are fully involved in the school-based response for their child, and St. Joseph's will ensure that they understand the purpose of any intervention and any subsequent programme of action.

St. Joseph's formally report student progress to families once a year through the SEN Annual Review Report. Families have the opportunity to talk about student progress and celebrate achievements at regular EHCP outcome review meetings. Education staff also phone or email families weekly at a negotiated time.

In addition, St Joseph's operate an open door policy. Family members are welcome to talk to teachers whenever they have any concern about their child (at a mutually convenient time). Whenever a specific concern is mentioned by a family member, it is always investigated and results reported back/discussed with families.

Families are also encouraged to attend School Masses and Liturgies and a variety of student enrichment activities which take place throughout the year (See Forward Planner). We also hold monthly coffee mornings.

St. Joseph's employs a full time Family Link Worker to work with families re: challenging behaviour, transferring skills, absenteeism, assistance and reviews, etc.

### **Links with medical, social and voluntary organisations**

The school has a full-time school nurse and two healthcare assistants. It also maintains regular contact with health professionals, such as GPs, dentists, specialist consultants and physiotherapists. We may also contact specialist medical services, social care or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the families' permission.

### **Links with other schools**

Whenever a student transfers to another school, St Joseph's will pass on all relevant information. Permission to do this will always be sought from the student and family. In addition there will also be dialogue between the teacher and/or Executive Principal and a senior member of the new placement.

The policy will be monitored and evaluated by:

- The SENCO
- Governing Body Curriculum Committee

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy should be read in conjunction with all other school policies, in particular Equality, Learning & Teaching, Admissions and Assessment, and Inclusion.

## Date Policy Reviewed

Updated	Changes	By	Version
July 2001	Created	Unknown	v1
September 2004	Unknown	Unknown	v1.1
August 2006	Completely revised	Unknown	v1.2
September 2008	Unknown	Unknown	v1.3
March 2010	Unknown	Unknown	v1.4
February 2011	Additions to accessibility provisions	Mary Fawcett	v1.5
February 2012	Minor changes and new paragraph added under Family Partnership on Family Link Worker	Mary Fawcett	v1.6
April 2013	Pg 3 – Clarification of SENCO delegated tasks. Last para taken out and new engagement TA role explained. Pg 4 – added Cranford Confederation SENCOs. Dates of NAS Accreditation changed. Gentle Teaching info added. Pg 5 – CPD changed to CPL (Continuous Professional Learning).	Mary Fawcett	v1.7
November 2014	Updated references to new SEND code of practice 2014	Annie Sutton	V1.8
November 2016	Minor updates	Dawn Phillips	V1.9
November 2017	Changed learner to student and minor formatting / grammatical amends	Fairley Allan	V1.10