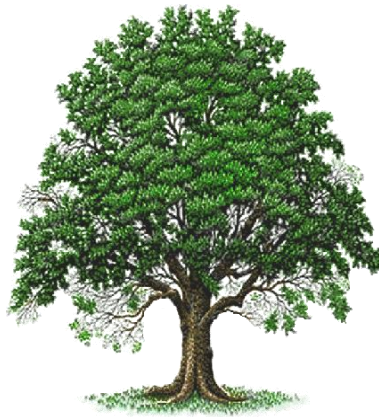


St. Joseph's Specialist Trust
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Special Educational Needs (SEN) Policy



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

Reviewed: June 2024
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 that the needs of all students and young people are met.

St. Joseph's Specialist Trust 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 students' 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 SEND Code of Practice (2015).

Definition of SEN

All students at St. Joseph's are identified as having SEN. The Code of Practice (2015) covers the 0-25 age range and now includes guidance relating to disabled children and young people as well as those with SEN. The Code of Practice gives the following definition of Special Educational Needs:

'A child or young person has special educational needs 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 or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 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 shared between the Pathway Leaders.

The SENCOs are responsible for:

- Overseeing the maintenance of the policy
- Ensuring that appropriate provision is made for SEN within St. Joseph's Specialist Trust
- 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 Local Authorities (LAs) with regard to Education, Health and Care Plans (EHCPs).

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

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 Impairment Advisers
- Visual Impairment Advisers
- Physiotherapists
- 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.

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 March 2022. It has good provision for students on the autistic spectrum. Its next accreditation review is due in March 2025. St. Joseph's also provides for students with Downs Syndrome, 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. St. Joseph's has also attained Specialist School Status in the SEN area of Communication & Interaction.

School Responsibilities

Curriculum entitlement

All students have access to a broad and balanced curriculum. Teachers set high expectations for every student, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to student achievement.

Policy on SEN training for staff

Whole staff training needs in SEN are identified and met through regular Continuing Professional Development (CPD) provision. This includes Induction, Positive Behaviour Support, Team Teach, Makaton and Autism interventions.

Inclusion of students within and beyond St Joseph's

(See Inclusion Policy)

Curriculum

Measuring the achievement of students

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

- Teacher observation
- Formative assessment
- Half-termly assessments recorded on Connecting Steps Half-termly SCERTS (Social Communication Emotional Regulation Transactional Support) assessment
- Termly internal and annual external moderation
- Accreditations achieved
- Speech & Language specific tests

Access to curriculum

All students are taught in ability-related classes by a teacher and an appropriate number of classroom assistants.

All students access the whole school curriculum, which encompasses the National Curriculum core and foundation subjects together with religious education and Personal, Social, Health & Emotional Development (PSHE). This is delivered at an appropriate level and followed at a modified rate.

Appropriate provision is made for students who need to use:

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

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 reports student progress to families once a year through the EHCP 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 operates an open-door policy. Family members are welcome to talk to teachers whenever they have any concerns about their child (at a mutually convenient time). Whenever a specific concern is mentioned by a family member, it is always investigated and results are 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).

Links with medical, social and voluntary organisations

The school has a surgery, staffed by 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.

Reviewing the Policy

The policy will be monitored and evaluated by:

- The SENCOs
- 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	Trustee Ratification Due by	Trustee Ratification Received
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 Cranfold 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 2018	Changed learner to student and minor formatting / grammatical amends	Fairley Allan	V1.10	-	-
December 2019	Updated to Trust and minor amendments.	Fairley Allan	V1.11	-	-
January 2021	Minor corrections and removal of reference to Link Worker.	Fairley Allan	V1.12	-	-
May 2022	Updated references to new SEND Code of Practice 2015. Minor corrections / updates	Kyla de Sousa, Monika Ryzinska, Maria Gavrili	V1.13	27/06/2022	
May 2023	Pg 5 Updated frequency of moderation Minor changes	Monika Ryzinska Maria Gavrili Kyla de Sousa	V1.14		
June 2024	Minor updates	Monika Ryzinska	V1.15		

		Maria Gavrili Kyla de Sousa Jevon Birchall			
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