


St Joseph & St Bede R.C. Primary School

SEND policy



With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
a better world, by
living life to the **full**.

You are a *Child of God...*
You are wonderfully made,
dearly loved, and precious in His sight.
 Before God made you,
He knew you...
there is no one else like *you!*

~Psalm 139

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SECTION 1: SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

AIM:

To describe how St Joseph and St Bede RCPS will aim to ensure that the necessary provision is made for any pupils who have a special educational need.

OBJECTIVES:

- ❖ To provide an environment centred on our strong catholic values of love, community and support
- ❖ To provide an environment where barriers to learning and participation are reduced to a minimum; therefore, encouraging children to feel respected, confident and able to succeed.
- ❖ To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- ❖ To develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.
- ❖ To recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.

1.1 DEFINITION OF A SPECIAL EDUCATIONAL NEED

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- ❖ Have a significantly greater difficulty in learning than the majority of children of the same age.
- ❖ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- ❖ Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.
- ❖ Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- ❖ Health care provision or social care provision, which educates or trains a child or young person, is to be treated as a special educational provision. (Code of Practice 2014)

Please note: 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.

“Special Needs” can include children of all academic abilities and children with emotional and physical needs, which may affect their educational entitlement.

Here it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

The Four Areas of Needs are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

(Please note: ‘Behaviour’ is no longer a broad area of need in the current 2014 code. The underlying cause of displayed behaviour must be identified.)

1:2 COORDINATING SEND PROVISION: THE SEND TEAM AT ST JOSEPH AND ST BEDE RCPS

All teachers are teachers of special educational needs and at St Joseph and St Bede, we work together to meet the needs of all the children we teach. Here is an outline of the roles and responsibilities of different members of our school community.

Policy Determination	SENDCo (Miss C Wheeler) Governors & Headteacher (Mrs J Myerscough)
Establishment of appropriate staffing	As above
Monitoring work on SEND	As above and members of the Senior Leadership Team/ SLT (Mrs H Daly, Mrs S Prince)
Day-to-day management	SENDCo, SLT, and Headteacher (keeping Governors informed)
Day-to-day operation	SENDCo (Miss C Wheeler) SEND Assistant SENDCo (HLTA) (Mrs D Pearson) Recently qualified SENDCO (KS1 M. Keiley) Class Teachers Teaching Assistants Special Support Assistants
Reporting on policy	Governors SEND Governor

THE SEND GOVERNOR: **Mrs A Evers/Mrs C McEntyre** is the current Governor with responsibility for SEND at St Joseph & St Bede RC Primary. She has regular contact with the SENDCo and the senior Management of the school to keep up-to-date with and monitor the school's SEND provision.

THE SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENDCo): **Miss Claire Wheeler and Miss M. Keiley** are responsible for the arrangements for SEND provision throughout the school. They are supported by the school's HLTA (Mrs Donna Pearson).

A SENDCo:-

- Has responsibility for monitoring the day-to-day operation of the SEND policy.
- Maintains a register of children with SEND, and ensures that the records on children with SEND are up-to-date.
- Works closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEND children.
- Oversees the management of the support Teaching Assistants employed to work with individual children with SEND throughout the school.
- Manages those Teaching Assistants attached to individual children with an Education Health Care Plan (EHCP) or funding at Enhanced Early Years/SEN Support Plus.
- Updates the school provision map to track and evaluate interventions and provisions made in the school
- Tracks and evaluates the progress of pupils identified as having a special educational need, placed on the additional needs register and supports teachers, parents and pupils accordingly
- Liaises with the staff in school and coordinates the use of outside agencies.
- Liaises with the parents of children with SEND and supports school staff in doing so
- Liaises with outside agencies to gain advice and support for children with SEND.
- Contributes to regular in-service training for staff on SEND issues, updates and provision

THE HEAD TEACHER:

Mrs J Myerscough, our Head Teacher has overall responsibility for the day-to-day management of all aspects of the school's work, including the provision for children with SEND. She must be informed of children's Special Educational Needs and the arrangements that are being made to meet them.

In addition to this she:

- Keeps the Governing Body fully informed, maintaining links to ensure that they monitor the success of the policy.

- Consults on day-to-day issues with the SENDCo
- Ensures the best use of time and resources by careful strategic management.
- Ensures that Special Educational Needs are included within the school's development planning process, addressing the financial, training and strategic issues of the staff, pupils and buildings as required.

THE CLASS TEACHER:

The Code of Practice (2014) states that *"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."* (para.6.36)

Also *"High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good-quality teaching. (para.6.37)* All teachers therefore have a responsibility to deliver quality first teaching and meet the needs of pupils in their classes. Additionally, teachers at St Joseph and St Bede must: -

- Identify the Special Educational Needs of individual children in their class
- Monitor the progress of children and if concerned, work closely with parents
- Know which pupils in their class are on the Additional Needs Register, and at what stage
- Write individual provision maps/pupil passports for pupils with SEND
- Ensure that Provision maps are reviewed with the parents at least three times a year
- Ensure TAs support pupils appropriately, according to the pupils' set targets
- Ensure that the SENDCo is aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Attend appropriate INSET and courses

TEACHING ASSISTANT:

Under the guidance of the class teacher to -

- Carry out activities and learning programmes planned by the class teacher and the SENDCo
- Keep records of work and running records of progress
- Support children in class or by withdrawing individuals and small groups
- Attend INSET and courses where appropriate
- Be aware of the school's SEND policy

GOVERNORS:

- A named governor to have responsibility for the implementation of the SENDDD/Inclusion policy
- Be fully involved in developing and monitoring the SEND policy
- Have up-to-date knowledge about the school's SEND provision, including funding
- Know how equipment and personnel resources are deployed
- Ensure that SEND provision is an integral part of the school

OUR SEND SUPPORT STAFF

The school employs two HLTA's who are used to support the SENDCo and deliver specific interventions at either wave 2 or 3. The children they work with and support are identified from the school's tracking and assessment data.

There are also 12 Teaching assistants employed throughout the school from the Early Year Foundation Stage, Key Stage 1 and Key Stage 2. These TAs work with small groups as directed and reviewed by the class teacher, in line with targets and tracking by SLT and SENDCo.

ADMISSION ARRANGEMENTS

At St Joseph and St Bede RC Primary School, we strive to be a fully inclusive school. We welcome, including those with SEND, in accordance with the LEA admissions policy and consider the range of needs of all our new and current pupils. When a child with an identified special educational need is enrolled at our school, close collaboration with staff, parents, the child and outside agencies currently involved is crucial to ensuring a smooth and successful transition.

At St Joseph and St Bede RC Primary School: -

- All teaching staff are experienced teachers who can teach pupils with SEND. Additional training for teachers, teaching assistants and special support assistants is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.
- Resources are used to ensure access to the curriculum; these are easily accessible either in each classroom or in resource bases throughout the school.
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we endeavour to ensure that other pupils understand and respond with sensitivity.
- Pupil support aims to encourage as much independence as possible within a safe and caring environment.
- We have access to the expertise of outside agencies if required.

1:3 IDENTIFICATION OF INDIVIDUAL NEEDS

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs (Code of Practice 2014.) The school will assess each child's current levels of attainment on entry to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

In the Foundation Stage and Years 1 and 2, the assessments used are:

- Early years foundation stage (EYFS) statutory framework
- Ongoing teacher assessment
- Wellcomm– speech and language assessment
- Phonics Screening Check
- The P scales, using the Lancashire PIVATS programme for both learning and behaviour.
- Termly assessments of progress
- Annual Teacher Assessment sheets for both core and foundation subjects.
- Termly pupil progress meetings allow for early identification and ongoing discussion of needs between teachers and the senior leadership team
- Ongoing tracking and observation by class teacher, and assessment coordinator.

In Key Stage 2, the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas
- The P scales, using the Lancashire PIVATS programme, for children working outside the national expectations for their age group
- Termly NFER assessments
- Ongoing writing assessment using new Curriculum Writing Expectations
- School tracking using Insight
- The end of Key Stage 2 SATs
- Termly pupil progress meetings with the Senior Leadership Team to discuss pupil progress

The tests used in school for diagnostic purposes are:

- WRAT tests for reading, spelling and mathematics (twice yearly)
- Sandwell Numeracy Test – available from the central resource base.
- Wellcomm– speech and language assessment
- Salford Sentence and Reading Comprehension Test
- Running Records Reading or Miscue Analysis – classroom expectation
- Lucid Dyslexia Screening Test

- Memory Magic
- Numberstacks initial assessment
- YARC Reading Analysis
- Motional

THE 'TRIGGERS' FOR FURTHER INTERVENTION AND ASSESSMENT

There may be certain factors that indicate that a child needs further support in class, in small groups or on an individual basis. This may be triggered when a child:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness and a tracked intervention period has been applied.
- Shows signs of difficulty in developing literacy or mathematics skills, which results in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- Has Sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress
- The attainment gap between the child and his peers is getting wider (e.g. low scores in diagnostic testing)
- Has self-help skills, and social and personal skills inappropriate to the child's chronological age.
- Gains a diagnosis of a previously unidentified medical condition, communication problem or Sensory impairment
- Children and Young People in Care, in liaison with Children's Services
- Is new to the school and records from the previous school indicating that additional intervention has been in place.

Other important factors that must be taken into consideration are:

Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.

Other professional concerns e.g. Medical services, Educational Psychologist, Children Services, Mental Health Support Team, CAMHS, Inclusion Team.

1: 4 THE GRADUATED RESPONSE: Responding to emerging additional needs

High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Teaching SEND pupils is a whole-school responsibility. All teachers are involved in a continuous cycle of assessing, planning, doing and reviewing, considering the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.

Step 1: Identified Concerns (Initial Concerns)

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being they will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. This should be planned, implemented, assessed and reviewed accurately, including close liaison with the member of support staff delivering this intervention.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems. When a teacher is concerned about a child's physical or mental well-being, they will share their concerns with the SENDCo and the staff who have responsibilities for pastoral, medical and child well-being. Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem. Teachers must maintain a close working relationship with parents/carers and consider the views of the child at all times. The teacher will inform the SENDCo of the concerns. The SENDCo will make a record of the child on CPOMS.

Internal Referral:

If the teacher and adults involved have ongoing concerns about a child and their progress etc. then they may wish to refer the child to the School's Additional Needs Register, indicating that this child needs further intervention and ongoing support, different from and additional to other children in their class. This must be logged onto CPOMS.

Step 2: SEND Support

If a child continues to make inadequate progress despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENDCo will look at the evidence of inadequate progress and decide on strategies, which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

Interventions discussed and decided upon will be added to the provision map software, and a pupil passport will be created for the child. This will provide a whole picture of the child as well as include their view and opinions. Progress towards any targets set should be discussed at parent's evenings, which occur twice a year, as well as at a summer review meeting. This is the responsibility of the class teacher. The SENDCo is also available for meetings at the parents' request.

At the provision map review, decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

Step 3: SEND Support Plus

If a child continues not to make adequate progress at the SEND support stage, the SENDCo, in collaboration with parents/carers may ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School nurse, the Mental Health Support Team, CAMHS or the inclusion team.

At the level of SEND Support Plus, parents/carers play a particularly important role. Their support is crucial in making the most of the help provided. Regular updates to provision maps and meetings to discuss progress occur between parents, and class teachers, along with the Assistant SENDCo and SENDCo. Children who have had two or more cycles of Assess, Plan, Do, Review may be subject to SEND Support Plus Funding if this is needed to further meet the needs of the child. *(Please note that under the new Code of Practice, advice from outside agencies can be sought at any time during the graduated response.)*

Step 4: Request for Statutory Assessment

If the child continues not to make progress, the school, through the Headteacher and SENDCo, requests the Local Education Authority to make a statutory assessment of the child's SEND. The child must have had four cycles of assess, plan, do, and review, before application. If the LA agrees, it collects information from all the people who have been involved with the child.

1:5 THE EDUCATION HEALTHCARE PLAN

An Education Health Care Plan (EHC) is a legally binding document which sets out the provision the child **must** receive to meet their special educational needs. The LA provides the school with additional funds to cover the costs of this provision. This may be used for special support and/or specialist teaching and equipment. Provision maps are used to set targets for each term as before.

Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. For children in Year 5, the Review should give careful consideration regarding appropriate provision for the child at the secondary stage of their education. It will then be possible for parents to consider options for their child, within the same timescale as other parents. The following review should take place in the summer term.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provisions, and target setting and reviewing are put into place as soon as the child starts school. These children must also have an individual Health Care Plan drawn up by the school and specialists either from the school nurse or from other medical services.

1:6 SEND REVIEWS

Reviews for children identified are carried out three times per year. Two of these reviews take place during Parents' Evenings in the Autumn and Spring terms and the third is held in the Summer Term, to aid transition to their new year group. Class teachers conduct the reviews and the relevant paperwork is passed to the SENDCo. This review will look at progress against provision map targets and look to future targets and actions.

For pupils with Education Health & Care Plans, an Annual Review Meeting has to be held in addition to the regular termly reviews. This is a formal review of the EHCP in place for that child and consideration is given as to whether this should continue, and whether provision should be maintained or amended. Review meetings at St Joseph and St Bede take a 'Child Centred' approach, with the child leading the meeting where they are able. The views of children and adults working with and supporting the young person are gathered and shared in an informative and child-friendly way, in line with the new annual review documentation issued by the local authority.

SECTION 2: WORKING IN PARTNERSHIP

- ❖ *Aim: To detail how St Joseph and St Bede's works in partnership with parents, children, outside agencies and other educational settings*

2:1 THE LOCAL OFFER

Under the proposed legislation, there will be a requirement on local authorities to publish a SEND Local Offer, which will set out a range of additional services and provisions across education, health, social care and across the public, voluntary and independent sectors. This will detail information about what is available to support families both with and without an EHC Plan. The SENDCo will help parents of pupils with SEND to identify appropriate provisions that may be available through the Local Offer. They may also signpost parents to SENDIASS who may offer specific advice, guidance and support, where required.

St Joseph and St Bede RC Primary School has published the school's local offer on the school website, in line with statutory guidance. This document details our provision and inclusive arrangements for all children, including those with special educational needs or disabilities. It includes recent successes such as the Bury Dyslexia Friendly Schools Award (the first school in Bury with full accreditation), and the Bury Inclusion Quality Mark.

2:2 ALLOCATION OF SEND RESOURCES: SCHOOL BUDGET:

The school has an annual budget allocation for SEND based on the number and age of children on roll (AWPU), free school meals and prior attainment (ASN).

St Joseph and St Bede uses this money to fund the following:

- 2 HLTA's are employed to deliver wave 3 interventions to children at the SEND Support stage of intervention and to assist SENDCo and teachers in the identification of children
- Extra TA support is given to supplement the allocation of funding from the LA for some children with exceptional needs according to the available budget.
- Payment for any additional support needed from a specialist teacher or speech therapists
- A teaching assistant per class (full-time) to support Hot-Spotting and ongoing interventions at initial concern and school action stages
- Purchasing specialist equipment
- Books, games, worksheets, information leaflets and special equipment to support work in literacy, numeracy and some other areas of the curriculum are stored in the school. All members of staff may access these at any time.

RESOURCE ALLOCATION:

All schools in Bury receive funding for pupils with SEND in four main ways:

- The base budget which covers teaching and curriculum expenses
- The notional SEND budget
- Specific funds allocated to children at SEND Support or who have an Education Health & Care Plan
- Other specific funds e.g. Standards Fund allocations

Resources for non-statemented provision for SEND at St Joseph & St Bede RC Primary are funded according to an LEA formula. The funding covers the cost of the staffing, resources and training needs for SEND in both Key Stages. Resources for children with an EHCP are delegated directly to the school from the LEA. All children with an EHCP receive an annual review as set out in the SEND code of practice.

Money is also delegated from the school budget school to support children with social, emotional and mental health difficulties. We employ a Pupil Support Worker, who delivers social skills programmes, emotional support, friendship group strategies/guidance and Lego therapy to individuals and groups of pupils. Additionally, a play therapist, speech and language therapist and Parent Support Advisor are available to offer further support to our pupils and families.

2:3 Involvement of outside agencies

For those children with EHCP/SEND Support Plus funding the involvement of outside agencies is specified on the statement or EYAP/EAP advice. These may include:

- a specialist teacher in the identified area of need
- A medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist

Children without additional funding may also receive input from:

- Bury Inclusion Team
- CYPIC
- The medical services, including CAMHS
- Social Services, especially for Children and Young People in Care
- The Traveller Service

Liaison within the school

The SENDCo shares information about pupils with SEND with those responsible for teaching, supporting and mentoring the child on a day-to-day basis. This may be different for the needs of each pupil.

- class teachers and TAs, and Welfare Helpers if appropriate
- the Senior Management Team
- the curriculum team co-ordinators
- assessment co-ordinator
- the co-ordinator for medical needs
- the member of staff responsible for child protection issues (CPO)
- the school's pupil support worker or Parent Support Advisor (PSO)

2:4 Links with other schools and transition

The SENDCo and the school's nursery and foundation stage teachers meet to discuss children who have been identified with SEND to ensure a smooth transition.

At Y6 transition the SENDCo provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For pupils with an EHCP, the SENDCo arranges a meeting with the SENDCo from the chosen Secondary School, the class teacher at St Joseph & St Bede RC Primary, the parents and the child during the Summer term before transition and as part of the annual review cycle. Feeder secondary schools also provide opportunities for children on the SEND register to attend an additional transition day to support them further with this move to secondary school.

For children identified with SEND, transition support documents are disseminated to teachers and support staff to support the transition to the next class. These documents are then given to children to look at over the summer holidays in preparation for the next year. We hold 'Move Up' days for every class in school during the summer term. For children with additional needs, there may be more than one move-up day needed which is discussed and planned on an individualised basis.

2:5 Partnership with parents

St Joseph and St Bede strive to keep parents of children with SEND fully informed of the provision that is being made for their children. Staff are always available at the door at the start and end of every school day. We also hold regular stay-and-learn sessions and coffee mornings and share everything that is happening in school on, the School Website and the school's Facebook Page and Twitter Page.

With regard to special educational needs, partnership with parents is essential for the provision of each child's needs. Parents are involved in discussing and planning for their child's needs. Parents are invited to set targets and review progress towards the targets at the class Parent's Evenings, twice yearly. Class teachers and the SENDCo have regular meetings with parents and encourage active involvement with the school to help their children overcome their difficulties. Parents may be supplied with teaching aids and homework kits to support their child at home, on request.

The school will always ask permission from parents before approaching other professionals and outside agencies for information about their child. The school provides a leaflet to parents regarding SEND procedures at school and the SEND Policy and School SEND Offer is available on our school website. The school aims to have an 'open door' policy, where parents are actively encouraged to discuss their child's progress and meet with school professionals.

2:6 Pupil Voice

All pupils are involved as stakeholders in their education. There are numerous ways in which we as a school encourage children to take an active role in school life and their education. All pupils are allowed to make choices, influence change and understand that their views matter. Pupils know that their opinions will be valued and heard. *At St Joseph and St Bede, we encourage pupils to become active participators by:*

- Calm Down zones are available around the school to help children recognise and regulate their feelings.
- Contributing to reviews and targets on their provision maps
- Talking to staff about their learning and completing their pupil passport
- Class, school and individual award systems such as Boards of Positivity.
- Being voted on as our School Ambassadors.
- GIFT Team/that offers help and support to their peers
- Worry Boxes and suggestion boxes around the school
- 'Bubble Time' and 'How are you feeling' time in all classrooms
- Regular pupil interviews with SLT across all classes to ensure a happy, supportive learning environment for all

2.7 Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher who is responsible for the provision for the child and first quality teaching. If the parents think that the child should be given more support they should raise their concerns with the SENDCo and the Head-teacher. Most concerns will be resolved in this way.

If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEND.

If the LA makes a statutory assessment but decides at the end of that process not to draw up a statement of SEND for the child the parents again have the right to appeal to the SEND Tribunal.

SECTION 3: MONITORING THE SUCCESS OF THE SEND POLICY

- ❖ *Aim: To detail how St Joseph and St Bede's monitors the effectiveness of this policy and provision for children with special educational needs*

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- personal provision maps for children with SEND are collected and reviewed by SENDCo
- a costed provision map is updated child accessing additionally funded provision
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the provision map reviews
- pupil progress meetings held termly with SLT
- more age-appropriate scores on standardised testing
- value-added data from statutory assessments
- ongoing monitoring and running records by class teacher and teaching assistants
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- A yearly SEND report produced for the governor – detailing the success and action points from the year. This is then shared with governors and all staff during a designated staff meeting

LINKS WITH OTHER SERVICES

LEA

Schools Special Needs Officer for children with SEND: SEND Caseworker
Educational Psychology Service
Bury Inclusion Service

Other External Staff

Parent Support Officer

The Medical Services

Clinical Psychologist
CAMHS
Physiotherapy Service – Fairfield General Hospital
Occupational Therapy Service – Fairfield General Hospital
Speech Therapy Service
Orthoptist
General Practitioners
School Nurses Team

Section 4: Glossary of abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EBD	Emotional and Behavioural Disorder
EEYAP	Enhanced Early Years Action Plus
EHCP	Education Healthcare Plan
EY	Early Years
EYSA	Early Years School Action
HI	Hearing Impairment
HYM	Healthy Young Minds
INSET	In-Service Training
KS	Key Stage
LEA	Local Education Authority
LEIS	Lancashire Education Inclusion Service
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
SS	SEND Support
SSP	SEND Support Plus
SATs	Standardised Attainment Tests
SEND	Special Educational Needs
SENDDCO	Special Educational Needs and Disability Co-ordinator
SENDDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment

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