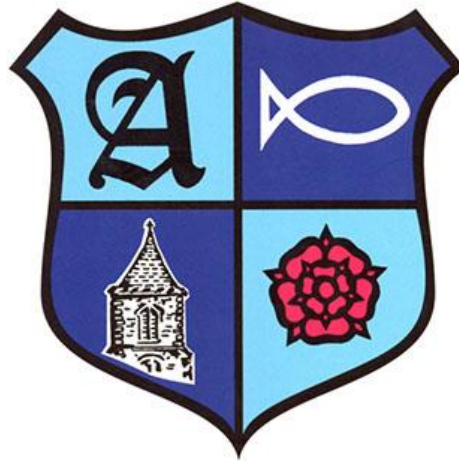


St. Anne's Catholic Primary School

Special Educational Needs and Disability Policy



Loving God in all we do

September 2024

SENDCO: Miss C Banks

SEND Governor: Mr John Brindle

Contact details: 01695 574697

Legislation and guidance

This policy takes account of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014).

It has also been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Child Protection Policy
- Accessibility Plan
- Supporting Pupils with Medical Needs Policy
- Teachers Standards (2012)

Our aim is to promote high aspirations and expectations for all pupils with SEND. This Policy focuses on the learning and progress of those children who have needs considered as falling under four broad categories:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health difficulties (that may affect behaviour)
- Sensory and/or Physical (including Vision & Hearing)

Every pupil with SEND and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring that our children receive the best possible Catholic education providing them with exciting opportunities and learning experiences, ensuring that they are equipped for life-long learning and are responsible citizens. As a school we ensure the well-being of all pupils in relation to: **being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being, plus to live out our school Mission Statement of 'Loving God in all we do.'**

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

1. 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 them.
 2. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
 3. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- 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.

In 2014-2015 the coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. The SEND Code of Practice also accompanies this legislation.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Aims and Objectives

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum and the EYFS framework in line with the Special Educational Needs Code of Practice.
- Ensure all aspects of school life are accessible for every child, through academic, social and practical experiences.
- Promote high aspirations and expectations for all pupils with SEND.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of pupils' achievement, and that all children

experience success regardless of SEND, disability or other factors that may affect their attainment.

- Create an environment in which individuals are valued, have respect for one another and grow in self-esteem.

Objectives

- To identify the provision required for pupils with SEND as early as possible.
- Monitor the progress of all pupils with SEND and provision map the provision required accordingly.
- Make appropriate provision to overcome all barriers to learning for pupils with SEND.
- Engage proactively with all parties to ensure the best interests of the child are met.
- Open door policy welcomes parents into school.

Identifying Special Educational Needs

The SEND Code of Practice (2014) sets out four areas of SEND:

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

Identification:

We have developed a structured approach to identifying children who require additional support with their learning. St Anne's Graduated Approach is available on our website.

Assess – Plan – Do – Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinions and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be taken seriously and recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEND support, parents will be central to the decision making process. Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review, this will be in the form of a learning plan. Parental involvement will be sought, to reinforce or contribute to progress at home, with activities and methods included in the plans. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Where applicable information will be shared by the completion of an 'All About Me Profile' with support from parents and carers.

Do

The class teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Pupil progress reviews will take place at a termly meeting. The review process will evaluate the impact and quality of the support and interventions. The SENCO and Class Teacher will make any necessary amendments going forward, in consultation with parents, through the form of new targets and interventions. Where a pupil has an Educational Health Care Plan the local authority must review that plan as a minimum every 12 months.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process. This will occur where the complexity of needs are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an assessment for an Education, Health and Care Plan will be taken at a meeting which involves parents, SENCO and any professionals working with the child, including the Class Teacher. The application for an assessment for an Education, Health and Care Plan will combine information from a variety of sources including: parents, teachers, SENCO, social care and health professionals. Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. The decision as to whether an assessment for an EHCP is acted upon sits with the local authority. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

**Education, Health and Care Plans
(EHC Plan)**

1. Following Statutory Assessment, an EHC Plan will be provided by Lancashire County Council, if it is decided that the needs of an individual cannot be met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Criteria for Exiting the SEN Register

The decision to remove a child from the SEN register will be made in consultation with the child, parents, staff and all professionals working with the child. A range of evidence will be considered relating to the child's progress and attainment. Reference will be made to the DfE's definition of special educational needs. If it is considered that the child no longer needs to remain on the register, the class teacher will continue to monitor the child closely. The child will still receive quality differentiated teaching and may still require group intervention.

Supporting Pupils and Families

The school has created a local offer which is published on the school website. This details the support offered by schools for parents and pupils. Parents may also wish to view the local authority's local offer using this link.

Supporting Pupils at School with Medical Conditions

As a school, we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education.

Roles and Responsibilities

Responsibility for the Coordination of SEND Provision

The person responsible for overseeing the provision for children with SEND is
Miss C Banks (SENDCO)

The person responsible for Teaching and Learning for all pupils with is
Mrs G Cleary, (Acting Headteacher)

The school is committed to providing a specialist SEND teacher who works in school one morning a week. Provision mapping identifies the need for a specialist SEND Learning Mentor who coordinates all aspects of SEND provision.

Mrs Lynne Crook (SEND specialist teacher)

Mrs Dunn (specialist SEND learning mentor)

Contact Details: Tel: 01695 574697

The Governing Body

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements. At St Anne's this role is undertaken by **Mr J Brindle** who will meet on a termly basis with

the SENCO. The Governors have a commitment to provide the best possible provision for all children. The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- The Curriculum Committee receives a report and update on the progress on any SEND issues.
- The SEND Policy is reviewed regularly and is in line with Government legislation.
- The SEND information Report is published online and reviewed annually.
- Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and for the efficient use of resources.

The SEND team at ST Anne's are responsible for:

- overseeing the day-to-day operation of children with SEND
- co-ordinating provision alongside the class teacher for children with SEND
- ensuring there is liaison with parents and other professionals in respect of children with SEND
- advising and supporting other practitioners in the school
- contributing to the Professional Development of the staff
- writing Annual Review and School Advice Reports
- chairing Annual Review meetings and writing Review Summaries,
- assisting in the formulation of learning plans
- liaising with parents
- liaising with external agencies, LEA, Educational Psychology Service, SEN Office, Parent Partnership, Health and Social Services, CAHMS and voluntary bodies
- attending and providing information for Social Services meetings regarding children on SEND Record
- liaising with the appropriate high school on transfer of children with SEND
- liaising with appropriate nurseries on transfer of children with SEND to St Anne's
- liaising with St Anne's nursery SENCO, including meetings each term
- leading, advising and supporting the Teaching Assistants and other practitioners in the school
- attending relevant courses and conferences
- applying for funding for EHC plans (Educational, Health and Care plans) which includes completing CAF forms. (Common Assessment Framework)
- over sight of supporting all EHC plan children,
- writing detailed reports following diagnostic testing
- undertaking in-house advice and training for Teaching Assistants.

- one to one support where appropriate

Teachers

The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. The class teacher is the person with key responsibility for devising and delivering appropriate support which is matched to the individual's needs, directing the work of the support staff and for setting up termly review meetings with parents.

Support Staff

Support staff are employed by the school to meet the needs of children with SEND through careful provision mapping. Their line manager is Mrs Cleary.

Designated Teacher with Specific Safeguarding Responsibility

Please refer to the school's child protection policy for further information about safeguarding.

The Designated Senior Leader for Child Protection is Mrs Cleary and the Deputy Designated Senior Leader for Child Protection is: Miss Whiteside.

Person Responsible for Meeting the Medical Needs of Pupils

Admissions:

- Children are admitted according to the school's criteria.
- The school operates its equal opportunities policy with regard to pupils with special needs.
- The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements.
- The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant documentation and ensure appropriate provision is put into place for the child.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents and carers are always informed.
- Pupils with SEND are admitted into school and fully included unless it would be incompatible with the efficient education of other children.

Accessibility for people with disabilities:

- The Governors of St. Anne's are committed to the concept of inclusion and to the adaptations necessary to ensure that parents, pupils, staff and other visitors to school have as little difficulty as possible in accessing the building.
- The school grounds:
 - Major pathways have been separated from the traffic by railings.
 - All renovations of the building regulations in respect of doors, windows and vision panels have been fully observed and installed to conform to disability legislation.
 - Main doors allow wheelchair access.
 - All buildings are at one level.
 - Most doors have ramp access for wheelchair users.
 - Major pathways have been repaved and widened to assist wheelchair users or those with impaired mobility.
 - The disabled toilet is situated in the KS2 building.

Adaptations for pupils with HI and VI:

The Governors of St. Anne's are committed to the concept of inclusion and to the adaptations necessary to ensure that parents, pupils, staff and other visitors to school have as little difficulty as possible in accessing the building.

Records

The class teacher has ultimate responsibility for the child's day-to-day learning. For some children the curriculum may require considerable modification and flexibility of approach to provide for the needs of individuals. Children will be working to age appropriate learning objectives differentiated according to need.

The Special Educational Needs Coordinator, outside agency representatives and others will support class teachers where necessary. The SENCO and class teacher will keep electronic and paper copies of SEND support plans which will be kept in school.

Links with other Agencies

As a school we have multi-disciplinary and interagency co-operation in place to ensure provision meets the needs of our children with SEN. We link with other schools, nurseries, Health and Social Service Departments, and the LEA.

- We work on a regular basis with the following:

Link Educational Psychologist

Parent Partnership Officers.

Speech Therapist

Physiotherapists

Occupational Therapists

Ophthalmologist

Social Services

School Doctor

School Nurse

Area SENCO for Under 5's

IDSS - Inclusion and Disability Support Service

CAHMS

SEND0 and SEN Officers

SENCo's from local Nurseries and High Schools

CAF team

Partnership with parents and carers:

- Parents and carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents and carers in informal conversations and individual meetings. Examples include: review meetings and learning plan meetings, as well as keeping a dialogue in a home/school book for individual children.
- Parents and carers, and the child are invited to learning plan review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

- Parents and carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents and carers, schools, LEAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints.

Pupil participation is promoted:

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupil Transfer Procedures

Transitions can be difficult for a child with SEND. We take steps to ensure that transition from year group to year group or from one key stage to another is as smooth as possible. The transition to high school is carefully planned with the needs of the children at the centre of our thoughts.

Finance/Resources

The Governors will ensure that the needs of all pupils are met through their work on the school committees. The SENDCo and SLT carefully provision map for the needs of our children and deploy additional adult support to meet the children's needs.

Training

As part of our overall CPD plan, the DAHT carefully ensures that ongoing training is provided for our teachers to help meet the needs of our children.

Considering Complaints

Should a parent or carer have a concern about the special provision made for their child they should follow the normal school complaints procedure. St Anne's works very hard to demonstrate an open door policy with all staff available to talk to parents at a mutually convenient time.

Bullying

We recognise that vulnerable learners at our school could be at risk of bullying therefore our staff actively seek to ensure that they are protected by following the procedures in our behaviour policy.

This policy will be reviewed in line with national guidance.