



## Special Educational Needs and Disabilities (SEND) Policy

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### Our Mission Statement

**At St Anne's RC Primary School, we work together, learn together, play and care together in God's love to enable each unique person to achieve their full potential.**

**We aim to meet the needs of every child through a challenging, enriched curriculum, where everyone feels valued and respected. Providing a safe, secure and stimulating learning environment through an inclusive partnership between children, parents, our school, our church and the wider community.**

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## 1. Aims

St Anne's aims to meet the needs of all our pupils through high quality teaching, we recognise that all staff have a responsibility to ensure pupils with SEND make progress and reach their life aspirations. Therefore, we are committed to ensuring teaching pupils with SEND is a whole school responsibility.

All children and young people are entitled to education that enables them to fulfil their life outcomes, so that they;

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood whether into employment, further or higher education or training

*(SEND code of Practice 2014)*

We aim to achieve this by ensuring:

- All children are given equal access to the curriculum and that each child's achievements are valued
- Special educational needs are identified as early as possible in the child's school life
- Procedures for identifying children with SEND are known by all staff
- Staff are kept aware of the appropriate provision for the range of SEND needs
- Parents and carers are informed of their child's special educational needs and provision, and that there is effective communication between parents/carers and the school
- Records follow the child through the school which are clear, factual and up to date
- There are adequate resources for SEND and involvement of outside agencies where appropriate
- That provision is monitored and evaluated to ensure it meets the needs of the children with SEND and enables them to meet their chosen outcome in life.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They 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
- 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

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.

### **4. Roles and responsibilities**

#### **4.1 The SENDCO**

The Acting SENDCO is Mrs Emma Delves

She will:

- Work with the headteacher and SEND governor (Joan Abbott) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The SEND governor – Joan Abbott**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Teachers will complete a plan, do, review assessment which will be monitored after a 6 week period to determine whether resources / provision that has been put in place has had an impact on the child's progress. If the child has not made expected progress the class teacher will have a conversation with parents about adding their child to the SEN register.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support. This will be done via a meeting with parents and class teacher and SENDCo will attend as appropriate.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

When a concern of SEND has been raised about a child, the SENDCo, class teacher, phase leaders, and where necessary the TA working with the child, should meet to carry out an analysis of difficulties and provision already provided to overcome difficulties.

If appropriate, the SENDCo, with the support of the class teacher and phase leader may also meet with parents/carers at this stage to inform them of the school concerns and gather any additional information to inform planning provision. At this point it might be clearly identifiable that a child has an additional Educational need and may need to be recorded on the SEND support Register. It may also be felt that involvement and assessment from outside agencies are needed to help co-ordinate provision.

## Plan

Once details of a pupil's additional need have been collected, the SENDCo, along with Class teacher, teaching assistant and phase leader where necessary, will plan actions to support the pupil. The class teacher should remain responsible for provision with the child on a daily basis. Where interventions involve group or one to one teaching away from the main class, they still retain responsibility for the pupil's progress.

## Do

They should work closely with the class TA, additional TA and SENDCo to ensure provision continues to match needs and outcomes are being achieved. Whether interventions involve group or one to one teaching away from the main class, teachers will still retain responsibility for the pupil's progress. Class teachers should develop working systems where TAs can communicate regularly on progress during interventions, to ensure class teachers can discuss developments during pupil progress.

## Review

All actions /outcomes should have set agreed dates for review. During these review periods, the class teacher and SENDCo should set out a detailed and fair assessment process to evaluate if the outcomes have been achieved. This may involve targeted provision during assessment to ensure pupils achieve their full potential.

If pupils have made progress and no further action is required, pupils will continue to be monitored during the whole school approach pupil progress process.

If outcomes have been achieved, but it is felt pupils need to continue with a higher level of support to continue to achieve, they will now be recorded as SEND SUPPORT. The School will record the steps taken to meet the needs of individual children through the use of an ISP-'Individual Support Plans'. Parents will be consulted and plans shared accordingly. The SENDCo will have responsibility for ensuring that records are kept and are made available when needed.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this, following GDPR guidance from Shane Williams GDPR officer.

The SENDCo will contact the school the pupil is moving to arrange a transition meeting between herself and either the SENDCo or teacher responsible for that year group. At this meeting, extra transition visits will be organised for the pupil, according to need. The SENDCo will also ensure that all the pupils' records are passed on and signed for.

### 5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At St Anne's, we ensure our first response to all pupils needs is quality first teaching and support. Our teachers aim to provide differentiated and personalised learning that meets the needs of all children within the class; this includes responses such as, interventions to boost understanding and progress (the majority of this support will be provided through TA classroom support via pupil premium funding). Teachers are supported in this aim through a well-planned professional development programme, including training regarding the curriculum and pupils needs and outcomes.

This first response to all needs will be monitored through a detailed and structured assessment plan and regular termly and informal pupil progress meetings, involving Headteacher, SENDCo, phase leaders, class teachers and where appropriate support staff. This will be fed back to SLT to track attainment for the whole school.

This provision will be organised and monitored by SENDCo, phase leaders, class teachers and support staff and where possible recorded onto a whole school intervention map by each phase leader. SLT will have an overview of this provision.

Where class teacher and phase leaders are concerned about pupil's progress and suspect a child may have additional SEND needs, they will refer to these indicators;

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers despite targeted and structured intervention support.
- The attainment gap widens despite targeted and structured intervention support, over at least a term or set number of weeks.
- The pupil becomes withdrawn or socially isolated in school for a considerable period of time.

These indicators will not necessarily mean a child has additional special educational need and/or will automatically lead to a child being recorded as SEND SUPPORT. While it is clear some children's difficulties only become evident as they develop, others are much clearer from an early age. Therefore, at St Anne's we ask our staff to raise any concerns as early as possible in the progress monitoring cycle, as we recognise the importance of early identification to ensure provision is suited to improve children's outcomes.

## Wave teaching and support cycle

### Wave 1- Quality First Teaching

**Wave 2-** Concern around progress identified. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks.

The class teacher, after discussion with the SENDCo, will then provide additional interventions to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENDCo, parents and young person.

Teacher to implement appropriate early intervention. Teacher to seek advice from other professionals or SENDCo.

**Wave 3-** Progress concerns increase, despite early intervention from class teacher. Wave 3 targeted intervention is put in place by class teacher following discussion with SENDCo. Parent(s) are invited in to school by the class teacher and SENDCO to discuss next steps. SEND Support Pupil continues to make inadequate progress- Wave 3 targeted interventions are reviewed.

Where it is decided to provide SEND support, and having formally notified the parents; the practitioner and the SENDCO should agree, in consultation with the parent, the outcomes they are seeking; the interventions and support to be put in place; the expected impact on progress, development or behaviour; and a clear date for review. Plans should take into account the views of the child where possible. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

If a phase leader/class teacher is concerned about a pupil that may have additional Special Educational needs the school will begin an Assess-Plan-Do-Review cycle.

We will also provide the following interventions although due to current restrictions many of these interventions cannot take place at the moment:

- Fischer Family Trust, Wellcomm Language and Reading Project, Speech and Language, Lego Therapy, X-code, 1:1 reading, motor skills, Penpals Handwriting, Becoming 1<sup>st</sup> Class @ Number, 1<sup>st</sup> Class @ Number, Colourful Semantics, Write Away Together, Inference Training.

### 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### 5.8 Additional support for learning

We have 23 teaching assistants who are trained to deliver the interventions named above.

Teaching assistants will support pupils on a 1:1 basis when necessary but the aim is to encourage independence and for pupils to be involved with the rest of the class as much as possible.

We work with the following agencies and specialists to provide support for pupils with SEN:

- Educational Psychology, Speech and Language, CAMHS, School Health Team, brokered support from specialist provision and behaviour units such as Bridgelea specialist provision.

### 5.9 Expertise and training of staff

Our Acting SENDCO has been in post for two years and has updated all systems, including monitoring provision and quality first teaching, liaising with a wide range of professionals, completed risk assessments for EHCP children during lockdown and developed individual support plans with staff. She continues to be supported by experienced SENDCo's and has built up a range of contacts who she can go to for advice, including attending SENDCo network meetings.

Allocated 2 days a week to manage SEND provision.

We have a team of 23 teaching assistants, including 2 higher level teaching assistants (HLTAs).

### 5.10 Securing equipment and facilities

SEND resources are stored in classrooms so that they are readily available for children to access when necessary. Equipment that is for specific children such as a cushion, writing slope will be used by those children daily.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress (Use of Provision Map online system which all staff are trained in and beginning to use as part of their practice)
- Holding annual reviews for pupils with statements of SEND or EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club.

All pupils are encouraged to go on our residential trip(s) to Condover Hall.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability – please see admission policy and accessibility policy, both available on the website.

### **5.13 Support for improving emotional and social development**

We have deployed a teaching assistant as a therapeutic play therapist (Messy play) to work with groups of children who may have experienced an adverse childhood experience (ACEs). Children are identified through discussions with class teachers and senior leaders, all staff can request to refer a child for this specialist intervention.

Our new Family Support Worker is now in post and is providing drop in for children, specialist interventions such as Drawing and Talking and Relax Kids and is building relationships with our families to provide support with whatever they may be struggling with. We have a Caritas social worker on site 1 day a week to work with specific children and she is also available for children to 'drop in' should they have any worries / concerns.

All children complete a 'check in' each morning where they will put their name against an emotion. Teachers and teaching assistants will then speak to individual children who may have said that they are anxious/sad/nervous/worried etc and help them to work through their emotions. This may be in the form of a conversation or staff may feel the need to signpost the children to other services. Parents are informed. This links with our zones of regulation which is now becoming embedded across the school. All children have a 'toolkit' which they can refer to with ways that they can regulate their emotions. Please see our Respectful Relationships and Behaviour Management policy for more information – available on the website.

Pupils with SEND are encouraged to be part of the school council.

We have a zero tolerance approach to bullying. St Anne's has a rigorous Behaviour Policy and Anti Bullying charter to ensure the safety of all pupils. Staff are trained regularly to spot early indications of bullying and deal with it effectively. In addition, all pupils with SEND or who are vulnerable, are given regular mentoring sessions with staff who are trained to support pupils who struggle to communicate or express their emotions effectively, to ensure we are allowing effective opportunity for bullying to be reported. Policies available on the school website

### **5.14 Working with other agencies**

If the pupil continues to make inadequate progress the SENDCO will review Wave 3 targeted interventions and ISPs and amend where necessary. This may include meeting with our Educational Psychologist, Speech and Language Therapist, School health team, Occupational Health and other specialist agencies / professionals as appropriate.

The SENDCo and Class Teacher will meet with parent(s) to discuss outside agency referrals and next steps.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the class teacher is not able to resolve the problem, the SENDCo or Headteacher should be approached. If the complaint is still not resolved, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If parents feel the need to proceed further the school has a complaints procedure in place and details of this can be provided by the school office or found on the school website.

### **5.16 Contact details of support services for parents of pupils with SEND**

The SENDCo can signpost parents to support services. The local offer is available on the school website and parents can be signposted to IASS for further support and advice. All staff within school understand that a parent who has a specific issue relating to an SEND need or they need support to access support services, can be referred to the Headteacher and SENDCo.

### **5.17 Contact details for raising concerns**

**Parents with a concern should contact the class teacher in the first instance. If not resolved, they should then contact our SENDCo or Headteacher on 0161 740 5995.**

### **5.18 The local authority local offer**

Our contribution to the local offer is available on our website

Our local authority's local offer is published here: [www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Emma Delves (Acting SENDCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions