

St. Ann's  
R.C. Primary  
School

Special  
Educational  
Needs  
Policy

## **PART A: DEFINITION AND AIMS**

### **Our School's Mission Statement**

*'We, the family of St. Ann's, rejoice in our learning; striving for excellence. We challenge ourselves, follow Jesus and empower each other to be the best we can be.*

*Motivate, learn, inspire.'*

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

### **The Special Educational Needs Aims of the School**

- To ensure that all children achieve their best.
- To ensure that all children become confident individuals living fulfilling lives.
- To prepare all children for adulthood.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN support as early as possible in their school career.
- To ensure that pupils with SEN take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

### **Definition of Special Educational Needs**

A child has special educational needs when they have either a learning difficulty or a disability and they need special educational provision to be made for them.

A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

A child under compulsory school age has special educational needs if he or she is likely to fall within the above definition when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having learning difficulties solely because the language of their home is different from the language in which they are taught.

St. Ann's will have due regard for the Special Needs Code of Practice (2014) when carrying out their duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

### Definition of Disability

Many children who have SEN may have a disability under the Equality Act 2010. A disability is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.' 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial.' This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN.

### Definition of Special Educational Provision

Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by mainstream schools.

The SEN Code of Practice (2014) adds that the local authority must ensure that children with SEN or a disability receive education to 'achieve the best possible educational and other outcomes'.

## **PART B: ROLES AND RESPONSIBILITIES**

The SEN team of the school is:

- The Headteacher – John O'Brien
- The Special Educational Needs Co-ordinator (SENCO) – Amanda Gibbons
- The class teachers
- The learning support and teaching assistants
- The governing body

### The Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO plays an important role, together with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support pupils with SEN, including those with statements and EHC plans. The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies.

Key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- Overseeing the 'Assess, Plan, Do, Review' cycle
- liaising with parents of pupils with SEN

- liaising with specialists from health, education and social care
- being a key point of contact with external agencies
- liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- teaching groups and individuals who may have SEN
- liaising with class teachers in the writing and reviewing of IEPs
- carrying out assessment tests
- liaising with learning support and teaching assistants who support pupils with SEN
- carrying out performance management of learning support assistants
- contributing to school INSET
- arranging and chairing multi-agency meetings
- overseeing the Annual Review of statements and EHC plans
- liaising with the school's Assessment Co-ordinator
- being a member of the school's Safeguarding Team
- contributing to the School Improvement Plan

### The Role of the Headteacher

The headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including the SEN provision
- keeping the governing body well informed about SEN within the school
- working closely with the SENCO
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

### The Role of the Governing Body

The governing body's responsibilities to pupils with SEN include:

- ensuring that provision of a high standard is made for SEN pupils
- ensuring that SEN pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing, monitoring and subsequently reviewing SEN policy
- reporting annually to parents on the school's SEN Policy including the allocation of resources from the school's budget

Under the Children and Families Act 2014, the governors have a duty to co-operate with local authorities, and local authorities must co-operate with governors in relation to carrying out their duties towards children with SEN. The Children and Families Act 2014 requires governing bodies to admit a child to their school where they are named in the Education, Health and Care (EHC) plan. The governors are required to use their 'best endeavours' to ensure that Special Educational Provision (SEP) is made for a pupil

### The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- being at the heart of the 'Assess, Plan, Do, Review' cycle, driving the process with the support of the SENCO
- liaising with the SENCO about SEN provision and outcomes
- working with pupils with SEN on a daily basis and differentiating work accordingly
- working closely with learning support and teaching assistants
- liaising with parents
- working with specialist staff
- contributing to review meetings, including Annual Reviews of statements or EHC plans
- being involved in the development of the school's SEN Policy

## **PART C: ADMISSIONS AND INCLUSION**

### Disabled Children

Reasonable adjustments are made to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty requires advanced planning around what adjustments the disabled child might need in order to prevent disadvantage.

### Children with Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will usually specify the type and level of support required. Pupils who have SEN in addition to medical needs will have their provision planned in a co-ordinated way.

### Children with SEN

St. Ann's RC Primary strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

At St. Ann's we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as possible, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

### Preparing for Adulthood

At St. Ann's we believe that children with SEN should be supported towards greater independence. We have high aspirations for our pupils with SEN. We focus on the child's strengths and the outcomes we want to achieve.

## **PART D: IDENTIFICATION, ASSESSMENT AND PROVISION**

### The 'Assess, Plan, Do, Review' Cycle

The SEND Code of Practice describes the 'Assess, Plan, Do, Review' cycle which forms the basis of our SEN practice at St. Ann's. Class teachers are at the heart of this cycle. They are responsible for working with the child on a daily basis. Class teachers work closely with teaching assistants or specialist staff involved, so that they can plan and assess the impact of support and interventions and plan how they can be linked to classroom teaching. Class teachers are supported by the SENCO. The SENCO provides further assessment of the child's strengths and weaknesses and advises on the effective implementation of support.

Summary of the SEN cycle:

1. Assess – the child's needs
2. Plan – the provision needed and the outcome which should be achieved
3. Do – the provision is put in place
4. Review – the difference being made towards outcomes

### Categories of Special Educational Needs

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs fall into four broad areas:

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

## **SEN Assessment and Review**

### Early Identification

For some children, SEN can be identified at an early age. For other children, difficulties become evident only as they develop. Teachers at St. Ann's are alert to emerging difficulties and respond early. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- evidence obtained by teacher observation/ assessment
- National Curriculum levels
- standardised screening or assessment tools
- information from parents
- pupil observations
- information from other agencies and professionals

Particular care is taken with children whose first language is not English. Teachers will follow their progress across the curriculum to ascertain whether problems arise from uncertain command of English or from special educational needs. It is necessary to assess their proficiency in English before planning any additional support that may be required. The EAL Policy gives more information about language assessment.

### School Assessment Tests

The SENCO administers a range of assessment tests:

- Standardised reading tests
- Standardised spelling tests
- Non-verbal cognitive ability assessment
- Verbal ability assessment
- Phonic ability tests
- Dyslexia screening
- Standardised maths tests

### Specialist Assessments

The SENCO works in partnership with specialist services from health, education and social care. The following are some of these services: Speech and Language Therapy (SALT); Educational Psychology Service; Trafford Special Educational Needs Advisory Service (SENAS); Longford Park Outreach Service; Community Paediatricians; Trafford Child and Adolescent Mental Health Service (CAMHS); Trafford Children's Therapy Service.

The decision to refer a pupil to the Educational Psychology Service will be made at the discretion of the Headteacher and SENCO, on a case by case basis. There are criteria in place which will be adhered to when making this decision (see Appendix 1).

### Tracking Pupil Progress

Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- equals or improves the pupil's previous rate of progress
- ensures full curricular access
- shows improvement in self-help and social or personal skills
- shows improvements in a pupil's behaviour

Pupil progress is tracked by the SENCO and Assessment Co-ordinator. The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed. The following methods are used to track progress:

- Year group expectations scrutiny
- Standardised assessment tests
- Individual Education Plan (IEP) reviews
- Discussions with parents
- Discussions with class teachers and learning support assistants

### A Graduated Response to SEN Support

There are two stages of SEN support (Code of Practice 2014):

1. SEN Support Stage
2. Education, Health and Care Plan (EHC)

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided at the 'SEN Support Stage'. Where concerns remain despite sustained intervention, the school will consider requesting a statutory 'Education, Health and Care Assessment'. Parents will be fully consulted at each stage. Information about these two intervention stages is given in appropriate sections of this policy.

Some pupils who do not have identified SEN are monitored by the SENCO. Strategies are put in place in order to avoid the need for future SEN provision. Class teacher concerns are discussed with parents before SENCO monitoring takes place. Class teachers keep parents informed about pupil progress.

### Parental Involvement

Class teachers and the SENCO talk to parents regularly to set clear outcomes and review progress towards them. The support is discussed and the responsibilities of the parent, the pupil and the school are identified. The views of the pupil will be included in these discussions.

### Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- details of the pupil's SEN
- details of additional or different provision made under SEN support
- details of the expected outcomes
- detailed evidence of progress towards outcomes
- details of the involvement of specialists
- information from parents

Individual Education Plans (IEPs) contain information about desired outcomes, SEN support and provision, and review information.

### **SEN Provision**

SEN provision at St. Ann's:

- High quality class teaching which is carefully differentiated for pupils with SEN
- Individual Education Plans (IEPs) with personal targets
- Additional adult support in class from the teacher or teaching assistant
- Working out of class in a small group or on a one to one basis with the SENCO or teaching assistant
- Ruth Miskin Literacy support
- Spelling support groups
- Maths support groups
- Access to specialist resources and support programmes
- Specialist agency support
- Behaviour Improvement Plans (BIPs) overseen by our behaviour specialist teaching assistant

### SEN Support Stage

The SEN support stage is characterised by interventions which are different from or additional to the normal differentiated curriculum. SEN support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/ behavioural difficulties which are not affected by behaviour management strategies
- have sensory/ physical problems, and make little progress despite the provision of specialist equipment
- experience communication and/ or interaction problems and make little or no progress despite experiencing a differentiated curriculum

Trafford SEN Criteria Checklists are used as guidance when deciding whether a pupil should be placed at SEN Support. These are available in the SENCO file.

If the school decides, after consultation with parents, that a pupil requires additional support in order to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

### Requesting a Statutory Education, Health and Care Assessment

Sometimes the special educational provision required to meet a child's needs cannot reasonably be provided from within the resources of the school. Some children with SEN may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. This happens when, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, they have not made the expected progress.

The school will provide the following information:

- the action taken at the SEN support stage
- records and outcomes of reviews
- information on the pupil's health
- assessment outcomes
- the views of parents
- where possible, the views of the child
- any other involvement by professionals

The local authority must determine whether an EHC needs assessment is necessary within six weeks of receiving the request. An EHC needs assessment will not always lead to an EHC plan. The information gathered may indicate ways in which the school can meet the needs of the child without an EHC plan.

### Education, Health and Care Plans

Some children with SEN or disabilities may need an Education, Health and Care Plan (EHC plan). The purpose of the EHC plan is to secure improved outcomes for the child across education, health and social care and, as they get older, prepare them for adulthood.

### Statements of SEN

Some pupils have statements of SEN. These are gradually being replaced by Education, Health and Care Plans (EHC plans).

### Reviews of Statements and EHC Plans

Statements and EHC plans must be reviewed by the local authority at least every twelve months. Reviews are undertaken in partnership with the child and their parent. The review must focus on the child's progress towards achieving the outcomes specified in the statement or EHC plan. The review must also consider whether these outcomes remain appropriate.

Reviews should also:

- gather and assess information so that it can be used by the school to support the child's progress
- review the SEN provision and its impact
- review the health and social care provision made for the child
- consider the continuing appropriateness of the EHC plan
- set new targets and agree outcomes

Reviews for pupils in Year 5 are held in the Summer Term so that the transition to secondary school can be discussed. Reviews for pupils in Year 6 will also be held the Summer Term so that the transfer to secondary school can be discussed. The SENCO from the secondary school will be invited to attend the Year 6 review meeting.

### Funding for SEN Support

All mainstream schools are provided with resources to support those with additional needs, including SEN and disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. The local authority provides additional top-up funding to meet the costs of more expensive SEN provision.

## **PART E: EVALUATING SUCCESS**

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO
- analysis of pupil tracking data and test results
- consideration of each pupil's success in meeting IEP targets
- the School Development Plan

### Dealing with Complaints

Parents/carers are encouraged to take an active role in supporting their child's special educational needs. They are always welcome to make arrangements to discuss their child's education with the class teacher or SENCO. Trafford Local Authority has a Parent and Young People Partnership Service (PYPPS) which provides free, impartial and accessible advice, information and support on matters relating to SEN and disabilities. Information about this service is available on Trafford's SEND Local Offer website.

Complaints about SEND provision in our school should be made to the SENCO or Headteacher so that an agreeable solution can be reached. If the parent/carer feels that the issue has not been resolved they should refer to the school's Complaints Policy on the school website. The Special Educational Needs Code of Practice (2014) outlines additional measures which the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

## **PART F: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### Staff Development

The SENCO has been trained in the following areas:

- Dyslexia
- Dyscalculia
- Educational assessments (British Psychological Society)
- Autism Spectrum Disorder (ASD)
- Developmental Co-ordination Disorder (DCD)
- Speech and Language Difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)
- Emotional and behavioural difficulties
- Synthetic phonics intervention (Ruth Miskin Literacy training)
- Supporting children with sensory needs
- Safeguarding children
- Supporting children with Down's Syndrome

All the staff are encouraged to attend courses that help them to acquire skills needed to work with pupils who have SEN. The SENCO contributes to school-based INSET. Training needs of learning support assistants are considered as part of the performance management process. NQTs and new staff are given training on the school's SEN policy as part of their induction.

### Links with other agencies, organisations and support services

The school recognises the importance of working in partnership with specialist agencies from health, education and social care. The following are some of the services who work with us:

- Educational Psychology Service
- Speech and Language Therapy Service (SALT)
- Trafford Language Outreach Service
- Trafford Sensory Impairment Support Service (TSISS)
- Longford Park Outreach Service
- Child and Adolescent Mental Health Service (CAMHS)
- Trafford Special Educational Needs Advisory Service (SENAS)
- Trafford Children's Therapy Service
- Child in Mind
- Community Paediatricians
- School Nurse

- Trafford Parent Partnership
- Education Welfare Officer

### The Voice of the Child

Pupils with SEN are involved in the planning and reviewing process. All pupils know about the outcomes they are working towards and when they have achieved them. They are involved in discussions about their outcomes and progress with their class teacher, learning support assistant, learning mentor or SENCO. Pupils with EHC Plans contribute towards the Annual Review meetings by completing the AR1 'Child or Young Person's Views' form with their parent/carer or learning support assistant. They prepare presentations which are an important part of the Annual Review meetings.

### Partnership with parents

We understand that parents hold key information and have a critical role to play in their children's education. Parents are therefore involved in all aspects of the SEN 'Assess, Plan, Do, Review' cycle.

A Special Educational Needs and Disability (SEND) Information Report is published on the school website. This includes information for parents about how the school identifies, assesses and makes provision for pupils with SEN.

### The Local Offer

Trafford Local Authority publishes a 'Local Offer'. This sets out, in one place, information about provision available across education, health and social care for children in the area who have SEN or are disabled, including those who do not have EHC plans.

### Links with other schools and transfer arrangements

The SENCO attends Trafford 'SENCO Forum' meetings. The SENCO or class teachers give SEN information to the transition co-ordinators or SENCOs from the secondary schools. The secondary school SENCOs are invited to attend Year 6 review meetings.