

# St Anne's Catholic Primary School



## SEND POLICY

Reviewed March 2021

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## St Anne's Catholic Primary School SEND Policy

### **MISSION STATEMENT**

Learn To Love...Love To Learn in readiness for life.

### At St. Anne's we aim to:

Nurture a vibrant Christian Community living with shared values,

Celebrate the uniqueness of individuals within our school community and empower them to achieve their dreams and aspirations,

Be a community that fosters positive relationships.

## Aims

At St Anne's Catholic Primary School, we believe as per the Code of Practice (2015) that every teacher is a teacher of every child – including those with special educational needs and/or disabilities. Teachers at St. Anne's are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from supporting adults and / or specialist staff.

This ethos is based on our Catholic values with emphasis on the physical, intellectual, moral, emotional and spiritual development of each pupil. Quality First Teaching is embedded through practice; however for some children there are occasions when further additional support may be needed to help them achieve their targets and best progress. We strive to support all children to enable them to achieve and progress to the best of their abilities at school. In order to do this many steps are taken to support them through their learning journey. At St Anne's, we strive to raise the aspirations and expectations for all children with SEN, providing a focus on progress and outcomes. We believe in providing every possible opportunity to develop the full potential of all our children, whilst embedding our SCORE Values. All children have the right to a broad and balanced education including extra-curricular activities, where appropriate, and full access to the National Curriculum. All children are valued and their self-esteem is promoted. We work in close partnership with parents and carers who play an active and valued role in their child's education.

## Objectives

The objectives of our policy are:

- To work within the guidance provided in the updated SEND Code of Practice (2015);
- To maximise outcomes for children with SEND and their families;
- To plan an effective and differentiated curriculum to meet the needs of children with SEN, to help them overcome their barriers to learning;
- To involve children, parents and carers in the identification and review of the targets set for individual children;
- To work in close partnership with parents and carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To provide support and advice to all staff working with children with special educational needs and/or disabilities;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

## Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 a mainstream school.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

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.

The Code of Practice (2015) does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas of need. These areas are:

### **Communication and interaction**

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. St. Anne's has a clear process to support children and young people, including how we will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. SEN Code of Practice (2015, p16) defines sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## Definition of Special Educational Provision

As per the Code of Practice (2015, p16) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

## Identification of Special Educational Needs

### **Quality First Teaching**

Pupil Progress Meetings are held each term. Here, the class teacher meets with the Senior Leadership Team (SLT) to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support or interventions to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO and Head Teacher will be consulted, as needed, for support and advice and they may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs. The SENDCO and Head Teacher will be made aware of the outcomes of any assessments made.
- Through (b) and (c) it can be determined which provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation and monitored due to concern by parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

## **SEND Support**

If a child has been identified as having a special educational need, they will be placed on the Special Educational Needs Register and parents will be notified via letter to confirm. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2015), which recommends a graduated approach to SEND support. The 'pathway' to SEND support can be found in the appendix A 'SEN flow chart'. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil 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**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be requested by the SEND Managers and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

### **Plan**

Planning will involve consultation between teachers, SEND Manager and parents. Where appropriate, outside agencies will be consulted with to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date will be identified for review. This will be recorded on an Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP); Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including supporting adults, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies and approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with supporting adults to plan and assess the impact of support and interventions and links with classroom teaching. The SEND Managers will provide strategic support during this stage.

### **Review**

Reviews of a child's progress will be made every half term. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded on a child's IEP. The class teacher, in conjunction with the SEND Managers, will revise the type and level of support and, if necessary, the cycle will begin

again. Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy, Behaviour Intervention Team etc.

A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home. If a child's needs are complex or severe we may suggest that that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, SEND children, class teacher, SENDCO, Local Authority Inclusion Officers, Local Authority Case Workers and other professionals as required.

## Roles and Responsibilities

### Management of Inclusion within our school:

The SLT and the Governing Body work closely with the SENDCO to implement the SEND policy. The SENDCO is responsible for reporting regularly to the SLT and appropriate governors on the ongoing effectiveness of this policy. The Designated Looked After Children Lead has strategic responsibility for the inclusion of children who are adopted or in the care of the local authority.

All staff in school has a responsibility for maximising achievement and opportunity of vulnerable learners- specifically, all teachers who are the pupils with SEND, disadvantaged groups and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher and the governing body will delegate day to day implementation of this policy to the SENDCO.
- The SLT will be informed by the SENDCO of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system – Target Tracker;
  - Maintenance and analysis of whole school plan and cohort overview;
  - Pupil progress meetings with individual teachers;
  - Regular meetings with the SLT;
  - Discussions with pupils and parents- who shall also review SEND policy.

The Governors of St Anne's Catholic Primary School are responsible for entrusting the Head of School, Mrs. Rachel Crolla, to monitor Safeguarding and Child protection procedures. In a support and challenge role the governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEND policy and all other statutory policies as defined by the DfE.

### SENDCO role

Named SENDCO: Mrs Sarah Porter.

Designated Looked After Pupils Leads: Mrs. Sharon Wylde (Deputy Head and Key Stage 1 Lead), Miss Sam Flaherty (Well-being and Pastoral Manager).

The SENDCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing day to day operation of the SEND policy.
- Managing class and individual SEND records.
- Regularly updating the SEND register with case studies through school's intervention and personalised provision.
- Co-ordinating provision for children with SEND ensuring interventions used and strategies use are checked for impact on progress and outcomes.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Liaising with designated teacher where a Looked after Child has SEND.
- Advising on a graduated approach to SEND Support.
- Advising on the use of delegated budget, other resources, staff specialisms provided in-house, for example Speech and Language Links, Play Therapists and Pastoral Support.
- Liaising with parents of children with SEND and providing 'drop-in' sessions and Forums.
- Securing links with other educational settings and outside agencies.
- Liaising with potential next providers of education.
- Ensuring that SEND records are up to date.
- Rigorously follow up referral processes.
- Contribute to, and where necessary, lead the continuing professional development of staff.

## Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from supporting adults and/or specialist staff. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Teachers should have high aspirations for every pupil. With advice and support from the SEND Managers, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENDCO. Teachers must involve parents and pupils in planning and reviewing the progress of SEND children. The views and aspirations of parents and children should be sought and regular updates on progress provided.

### All staff can access:

- St Anne's Catholic Primary School SEND Policy
- Guidance on identification of SEND in the Code of Practice (2015)
- Information on individual pupils' Special Educational Needs and/or Disabilities, including pupil profiles, outside agency reports, targets set and copies of their IEPs
- Practical advice, teaching strategies, and information about types of SEND and disabilities
- Information available through St Helens Local Offer; <http://www.sthelens.gov.uk/localoffer>

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of pupils. This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.



## Supporting Pupils and Families

At St Anne's we believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- Discussion with the class teacher.
- Liaison with the Pastoral Team.
- Parents evenings.
- Discussions with the SENDCO, relevant school staff or other professionals.
- The IEP or Play Plan - write and review process. Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated. Also through The contribution to parent views for enhanced funding review application.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

In accordance with the Equality Act (2010), Parents can access the school's Local Offer

<https://www.sthelens.gov.uk/send/5-11-years-primary/primary-schools/>

<http://www.stannessutton.co.uk/page/policies-and-intent/68874>

for further details of what St Anne's Catholic Primary school offers with regards SEND provision.

During COVID-19 St Anne's made special arrangements – see appendices B for in school educational provision for children of key worker parents and vulnerable children (including those with an EHCP) : From January 2021, the government announced another national lockdown. Following the guidelines provided by the government, which can be found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

## Supporting Pupils with Medical Needs

At St Anne's, we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

If a pupil has a medical need then these are noted on the medical needs register and a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we would also look at any staff training that may be needed. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

## Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The SENDCO will analyse the progress and attainment of SEN children across the school and report findings to SLT and governors. The success of SEND provision and interventions for children on the SEND register are recorded on an individual Education Plan (IEP) or Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP), which is updated on a termly basis. This helps to identify whether provision is effective.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, informal discussion and through meetings with parents.

## In-Service Training

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEN focused external training opportunities are made available to all teaching and support staff where appropriate.

The SENDCO regularly attends relevant SEND courses, network meetings and family SEND meetings, feeding back relevant information to staff, and SLT.

## Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO or Head of School, who will be able to advise on formal procedures for complaint.

## Bullying

This school will not tolerate harassment or bullying of children with SEND or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The school will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Anti-Bullying Policy for further information; <http://www.stannessutton.co.uk/wp-content/uploads/2012/11/ANTI-BULLYING.pdf>

## Accessibility Plan

The SEND policy is in association with the Accessibility Plan.

## Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## Transition Arrangements

Many strategies are in place to enable a pupil's transition to and from St Anne's, as well as transition between year groups and key stages, to be as smooth as possible. These include:

- Discussions between the previous or receiving schools/teachers prior to the pupil joining or leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school or class.

- Early Years staff are always willing to meet parents or carers prior to their child joining the school. Transition from home to Nursery and Nursery to Reception are carefully planned and home visits ensure staff are fully aware of children's developmental needs.
- SLT are always willing to meet parents or carers prior to their child joining the school.
- School SENDCO will liaise with the SENDCOs from the secondary schools to pass on information regarding pupils with SEND and their particular needs.

### Funding

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual child's needs. Requests for funding resources are made to the SENDCO who will then liaise with SLT to prioritise such requests. Should it be felt that a child requires more than 15 hours per week from a supporting adult, an application for additional funding is made to the local Authority's Provision Agreement Panel. Children who receive additional funding from the Local Authority are reviewed annually as stated in their Provision Agreement. The school then makes recommendations to the Local Authority, but it is a panel of professionals appointed by the Local Authority who make such allocations.

### Date of review

This policy will be reviewed in March 2022.

**Date agreed and adopted by Governing Body: March 2021**

**Signed:**

**Mrs R Crolla (Head of School)** \_\_\_\_\_

**Mrs Carmel Foster (Chair of Governors)** \_\_\_\_\_