



St Anne's CE Primary School Special Educational Needs & Disabilities (SEND) Policy

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Completing the National Award for SEN Co-ordination
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St Anne's Church of England Primary School seeks to provide a high quality academic and social education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. We ensure that all children are fully included in all aspects of school life. At St Anne's we believe that a teacher is a teacher of all children including those with Special Educational Needs and/or disabilities.

1 Introduction

- 1.1 St Anne's school provides a broad and balanced curriculum that is appropriate to the needs and abilities of all our children. Through planning teachers set learning challenges and respond to children's diverse learning needs to allow them to gain high personal achievement.
- 1.2 Some children have particular needs. We seek to ensure these needs are identified and teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively and make suitable progress. This policy ensures that curriculum planning and assessment for children with Special Educational Needs and Disabilities takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives

- 2.1 At St Anne's our goal is to raise the aspirations and expectations for all pupils including those with SEND. All children are treated equally, respected and valued regardless of their ability.
- 2.2 We will do this by:
- Creating an inclusive environment that meets the special educational needs of each pupil whilst at the same time ensuring learning challenges are achieved
 - Identifying pupils with SEN at the earliest opportunity.

- Providing personalised provision, including specialist support and resources when necessary, to enable all children to have full access to all elements of the school curriculum.
- Developing a partnership with parents and involving them in their child's programme of teaching and support, highlighting their responsibilities in the process, enabling their child to succeed.
- To ensure that the views of the child are sought and taken into account;
- Ensuring all staff are aware that they are a teacher of every child including those with SEND and having an appropriately qualified and/or experienced SENCO.
- To identify the roles and responsibilities of staff in providing for children's special educational needs ensuring a consistent approach
- Working within the guidelines of the SEND Code of Practice 2015.
- To provide support, advice and facilitate training for all staff working with pupils with SEND.

3 Educational Inclusion

- 3.1** The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

4 Identification of Special Educational Needs

- 4.1** It is the role of the class teacher to provide for all pupils through quality first teaching. As suggested by the Code of Practice 2015, pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention/ adjustment and good quality personalised teaching.
- 4.2** Early identification is vital. Initially a child with a special educational need is identified by the class teacher, parent or as a result of the school's

assessment procedures. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

4.3 Special needs may be identified under the follow categories

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Other issues that may impact on progress and/or attainment but are not SEN include;

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of a serviceman/ woman

St Anne's has procedures to support these children where necessary.

4.4 The class teacher, TA's and the SENCO assess and monitor the children's progress in line with existing school practices.

4.5 The SENCO works closely with parents, teachers and the TA to plan an appropriate programme of intervention and support.

4.6 When a child has a need identified it is the role of the class teacher to decide the provision for that child. This will be monitored by the SENCO. Judgements will be based upon teacher assessment levels and teacher and/or parent observations.

5. A Graduated Approach to SEN Support

5.1 Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and age expected levels will be monitored. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible barriers to learning. 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 SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Through this monitoring by the class teacher and SENCO it can be determined what level of provision the pupil will need going forward. If a pupil has recently been removed from the SEN 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 a 'Cause for Concern' (CfC) due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings. Parent's evenings are used to monitor and assess the progress being made by children.

5.2 SEN Support

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle which involves:

- Assess
- Plan
- Do
- Review

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

5.2.1 Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes for all pupils.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness

In identifying a child as needing SEN support the class teacher, working with the SENCO, will establish a clear analysis of the pupil's needs.

This will draw upon

- The class teacher's assessments and experience of the pupil
- Information on the progress, attainment and behaviour of the pupil.
- The pupil's development in comparison to their peers.
- The views and experience of the parents/carers.
- The pupil's own views.
- Advice from support services if relevant.

This analysis will identify the precise gaps in a pupil's learning and development and to clarify what the barriers to learning may be in order to support future attainment and progress.

Children can be identified as having a need at any point in the academic year; parents will be informed of this accordingly.

5.2.2 **Plan**

Following assessment, if support for SEND has been identified, first and foremost at St Anne's Primary we ensure there is inclusive, high quality teaching in place for all pupils which is differentiated for individuals.

In consultation with the SENCO, the class teacher provides targeted provision. This includes adjustments to whole class teaching, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for a review.

We also invite the child and the parents/carers to share their views on the planning of support during regular meetings throughout the year.

Strategies used to enable the child to progress will be recorded in Individual Educational Plans (IEPs). The school aims to put an IEP in place within 1 month of the initial identification process. IEPs will be reviewed termly.

An IEP will record:

- The child's strengths and weaknesses.
- The date the IEP is written
- The agencies or staff involved with the child
- Short term targets
- Teaching strategies
- When the targets will be reviewed

IEPs mainly follow the following pattern:

- Needs are identified/reviewed in September and an IEP is written
- IEP reviewed and updated by the beginning of February
- IEP discussed with parents in the Term 4 parents evening or before if the update is significantly different
- New IEPs are written in June for the transition to the new academic year and parents are informed

When considered necessary and in consultation with the parents/carers advice from outside agencies may be sought.

Outside agencies may include:

- Educational Psychologist
- Inclusion Support Team
- Physical and Sensory impairment support service team
- Speech Therapist
- Behaviour Support Team
- School Nurse

In addition to the above, the process of planning for a child with a statement or an Education Health Care Plan (EHC) will take account the statutory requirements from their statement/ EHC Plan.

5.2.3 **Do**

All teachers at St Anne's are aware that they remain responsible for all the pupils in their class including those identified with SEND throughout the

school day, including when pupils are participating in small group intervention or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and retain links with classroom teaching.

5.2.4 Review

It is also the responsibility of the teachers to monitor and review the progress of all pupils including those with SEND. As well as more formal review meetings, on going reflection allows for necessary adaptations to teaching and learning approaches and provision. Monitoring and reviewing progress occurs through the marking of work, verbal feedback to the pupil, observations within the class, meetings with teaching assistants and specialist staff and pupil progress meetings with the headteacher.

6 Referral for an Education, Health and Care Plan

6.1 A request for a pupil to undergo a Statutory Assessment Process will be made by the school to South Glos Local Authority if the pupil has demonstrated significant cause for concern. Parents are also able to request that their child undergo this process. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

6.2 The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

6.3 Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

7 Education, Health and Care Plans [EHC Plan]

7.1 Following Statutory Assessment, an EHC Plan will be provided by South Gloucestershire Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available within school. The school and the child's parents will be involved developing and producing the plan.

7.2 Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and,

where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8 ICT

8.1 Where appropriate ICT is provided to support the SEN provision. There are specific programmes to employ such as Nessy.

8.2 Children may also be provided with a laptop or i-pad to aid their recording skills.

9 Parental Involvement

St Anne's Primary School believes that a close working relationship with parents is vital.

9.1 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

9.2 We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Administration of children with SEN and Transfer Arrangements

10.1 Children with special educational needs, but no statement/EHC plan, will be treated as fairly as all other applicants for admission on the basis of our admissions criteria. No child will be refused admission on the grounds that they do not have a statement of special educational needs or that we feel that we are unable to cater for their special educational needs.

10.2 Children with a statement of special educational needs or EHC plan must be admitted. Suitable arrangements will be made to ensure a positive start at St Anne's for the child.

10.3 If our school is named in a statement of special educational needs or EHC plan then we must admit that child.

10.4 When children transfer from the school the SENCO ensures effective liaison for a smooth transition. Usually members of staff from secondary schools make a visit before the children move from Year 6 to Year 7.

11 The Role of the SENCO

- Manages the day-to-day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special needs
- Supports and advises colleagues
- Maintains the school's SEN register

- Contributes to and manages the records of all children with special educational needs
- Manages the school-based assessment and completes the documentation required by outside agencies and the LEA
- Acts as the link with parents alongside the class teacher
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Acts as link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision and reports to the governing body
- Manages a range of resources, human and material, linked to children with special educational needs

12 The Role of the Governing Body

12.1 The governor responsible for SEN regularly liaises with the SENCO. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of identifying and providing for these children. They will ensure that the pupils with special educational needs join in with all the activities of the school together with other pupils, so far as is reasonably practical and compatible with the needs of the children and the efficient education of the pupils with whom they are being educated. They will have regard to the SEN Code of Practice 0-25, 2015. They will ensure that parents are notified of a decision by the school that SEN provision is being made for their child. In relation to SEN, the governors should make sure that they are fully involved in developing and monitoring the schools' SEN policy. In cooperation with the Head teacher, the governors oversee the funding and staffing for SEN.

13 Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, including network meetings for local schools as well as regional conferences. We recognise the need to train all our staff on SEN issues.

14 Reviewing the SEND Policy

14.1 The SEND policy is reviewed annually by the SENCO and shared with the Senior Leadership Team and school Governing Body. It is then ratified accordingly.

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