St Anne's C of E Primary School Special Educational Needs and Disabilities Policy

'Let all that you do be done in Love' 1 Corinthians 16:14

St Anne's strives to '*develop the whole child, spiritually, mentally and physically* by helping pupils to:

Love God
Love learning and
Love themselves and others

in a caring, Christian environment through close links to the Church and community.

Special Educational Needs Policy

Adopted: Review date:

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

A child or you person has SEN 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 mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy has been developed in accordance with:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Statutory Guidance on Supporting Pupils at School with Medical Conditions (2015)
- The Teachers' Standards (2012)

Further information regarding the implementation of SEND provision can be found in the school's SEND Information Report and on the Nottinghamshire Local Offer website.

Mission statement

At St Anne's C of E Primary School we believe that every child is entitled to an ambitious education and the opportunity to achieve their full potential. We are committed to identifying and removing barriers to learning through early identification, high-quality teaching and effective SEND provision.

1. **Aims and Objectives**

Aims

At St Anne's C of E (A) Primary School, we are committed to providing an inclusive and supportive learning environment where every pupil is valued and enabled to achieve their full potential. We believe that all children have the right to access a broad, balanced and ambitious curriculum, regardless of their needs or abilities.

We aim to:

• Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are accurately assessed.
• Ensure all pupils with SEND can access a broad, balanced and ambitious curriculum.
• Provide high-quality teaching that is adapted to meet the needs of all learners.
• Support pupils with SEND to achieve positive outcomes and make good progress from their individual starting points.
• Promote independence, confidence, resilience and emotional wellbeing.
• Work collaboratively with parents, carers and external professionals to support pupils effectively.
• Ensure that pupils are actively involved in decisions about their support and learning.
• Foster an inclusive school community where every pupil feels valued, respected and able to participate fully in school life.

Objectives

To achieve these aims, we will:

• Identify and assess pupils' needs through ongoing monitoring, assessment and collaboration with parents, carers and external agencies.
• Implement the graduated approach of Assess, Plan, Do, Review to ensure support is tailored to individual needs and regularly evaluated.
• Provide appropriate provision and reasonable adjustments to remove barriers to learning and participation.
• Monitor and review the progress and outcomes of pupils with SEND to ensure provision remains effective.
• Ensure that parents and carers are fully involved in decision-making and informed about their child's progress and support.
• Work in partnership with external agencies where specialist advice or additional support is required.
• Encourage pupils to express their views and contribute to decisions affecting their education and wellbeing.
• Promote equality of opportunity and ensure pupils with SEND are able to participate fully in all aspects of school life.

2. Responsibility for the coordination of SEN provision

The overall responsibility for SEND provision lies with the Headteacher and Governing Body.

The Governing Body has a statutory duty to monitor the effectiveness of the school's SEND provision. The SEND Governor meets regularly with the SENCo and reports findings to the Governing Body. Governors receive information relating to SEND outcomes, provision and compliance while maintaining pupil confidentiality.

The SEND provision at St Anne's C of E Primary School is coordinated by the Special Educational Needs Coordinator (SENCo), Miss Robinson.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those who receive additional support or intervention.

The SENCo works alongside staff, parents, carers and external agencies to coordinate provision, monitor progress and ensure that pupils' needs are effectively identified and met.

3. Arrangements for coordinating SEN provision

The SENCo maintains an up-to-date overview of SEND provision, including SEND Support plans, provision maps, review records and reports from external agencies. Relevant information is shared securely with teaching staff to ensure that pupils' needs are understood and appropriate support is consistently implemented.

All staff can access:

- The St Anne's C of E Primary School SEND Policy;
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their records outcome monitoring.
- Practical advice, teaching strategies, and information about types of SEND
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer

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

4. 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.

The school works closely with the feeder nurseries to ensure children with SEND are identified to the school early. Extra transition visits are arranged for the summer term to help familiarise children with SEND and their families with our school. When appropriate the SENCo will make visits to the nursery setting and attends meetings regarding these children.

A transition package is arranged with the family that meets the needs of all parties involved.

5. SEND provision

St Anne's C of E Primary School is committed to providing an inclusive learning environment where all pupils are valued and supported to achieve their full potential.

The school makes provision for pupils with a range of Special Educational Needs and Disabilities, including needs relating to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Provision is planned and delivered through high-quality teaching, reasonable adjustments, targeted interventions and, where appropriate, specialist support from external agencies.

6. Facilities for pupils with SEND

Accessibility

- Wheelchair access
- Accessible toilet facilities
- Reasonable adjustments to curriculum access
- Examination access arrangements where appropriate

Staff Expertise

- Qualified and experienced teaching staff
- Trained teaching assistants
- Access to specialist external professionals

7. Allocation of resources for pupils with SEND

The school allocates resources to support pupils with SEND in accordance with their identified needs. Additional funding may be sought from the Local Authority where appropriate.

Children are monitored carefully in the school and if they are displaying significant difficulties that are impacting on their education then the class teacher initially has a meeting with the SENCo. Together they look at the provision and environment that the child accesses and look for things that can be changed to see if it has an impact. After a graduated response has been considered, including consultation with parents, a support package is arranged. This may include support in the classroom, a referral to springboard or an application for extra funding.

8. Identification of pupils needs

Identification

The school follows the graduated approach outlined in the SEND Code of Practice (2015).

Pupils may be identified as having SEND through:

- Ongoing teacher assessment and classroom observations.
- Discussions with parents and carers.
- Progress and attainment data.
- Screening and assessment tools.
- Information from previous settings.
- Advice from external professionals.

Slow progress and low attainment do not necessarily mean that a pupil has SEND. Equally, attainment in line with age-related expectations does not automatically mean that there is no learning difficulty or disability.

The school carefully considers all factors that may impact learning before identifying SEND.

Particular consideration is given to attendance, English as an Additional Language, disability, health needs and pupils' social and emotional wellbeing before determining whether SEND is present.

A graduated Approach:

High Quality Teaching

High-quality teaching is the first response to meeting the needs of all pupils, including those with SEND. Teachers are responsible and accountable for the progress and development of every pupil in their class. Teaching is adapted through appropriate differentiation, reasonable adjustments, targeted support, effective use of resources and ongoing assessment. Where a pupil requires provision additional to or different from that ordinarily available, support will be provided through the graduated approach of Assess, Plan, Do, Review.

SEN Support

Where a pupil is identified as having SEND, additional or different provision may be provided through SEND Support.

Support may include:

- Adaptations to teaching and learning.
- Small group intervention.
- Specialist resources.
- Targeted pastoral support.
- Assistive technology.
- Advice from external agencies.

Provision is reviewed regularly to ensure it continues to meet the pupil's needs effectively.

Graduated Approach

Where a pupil is identified as requiring additional support, the school follows a graduated approach:

Assess

Information is gathered from teachers, parents, carers, the pupil and relevant professionals to identify strengths, barriers to learning and desired outcomes.

Plan

Appropriate support and interventions are planned in collaboration with parents, carers and the pupil where appropriate. Expected outcomes and review dates are agreed.

Do

The planned support is implemented. Class teachers retain responsibility for the pupil's learning and progress, even where interventions are delivered by support staff.

Review

Progress towards agreed outcomes is reviewed regularly. Provision may be continued, adapted or withdrawn depending on the pupil's needs.

Referral for an Education, Health and Care Plan

Where a pupil's needs cannot be met through the provision ordinarily available within school, including SEND Support and a graduated approach, the school or parents may request an Education, Health and Care (EHC) Needs Assessment from the Local Authority. Parents, carers, the pupil and relevant professionals will be involved throughout this process.

If, following assessment, the Local Authority determines that an Education, Health and Care Plan (EHCP) is required, the school will work in partnership with parents, carers and professionals to deliver the provision specified within the plan. The EHCP will be reviewed at least annually to evaluate progress towards agreed outcomes and ensure that provision remains appropriate. Parents and carers will be fully involved in annual review meetings and

have the right to appeal decisions relating to the content of the EHCP or the educational placement named within it

The school will work closely with external agencies to support the achievement of outcomes identified within the EHCP and to ensure that provision is delivered effectively. Further information about EHC Needs Assessments and EHCPs can be found through the Nottinghamshire SEND Local Offer.

9. Access to the curriculum, information and associated services

Pupils with SEND will be supported to access a broad, balanced and ambitious curriculum through appropriate provision, reasonable adjustments and targeted support, taking account of their individual needs and the views of both pupils and parents.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents and relevant professionals to consider alternative arrangements that best meet the pupil's needs.

The school will achieve this by:

• Ensuring staff are aware of pupils' needs and have access to relevant information in order to support learning effectively.

• Providing ongoing professional development to ensure staff have the knowledge and skills required to meet a range of special educational needs.

• Adapting teaching, learning activities, resources and the learning environment to remove barriers to participation and achievement.

• Using evidence-informed interventions and targeted support where appropriate to meet identified needs.

• Monitoring the impact of provision and making adjustments where necessary to ensure pupils make progress and achieve positive outcomes.

• Setting personalised targets where appropriate and celebrating achievement, progress and success in all areas of school life.

• Promoting pupils' independence, confidence and participation within the wider life of the school.

10. Inclusion of pupils with SEND

The SENCo oversees the school’s policy for inclusion and along with the Leadership Team is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Leadership Team together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and BPBP.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

The SENCo in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Suggestions for work for teacher/TA to use with the pupil.
- Provision of alternative learning materials/special equipment.
- Evidence-informed targeted interventions delivered individually or in small groups.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.

Interventions and provision will be recorded and monitored through the school's agreed recording and tracking systems. It is important to see the impact of the intervention, to evaluate its effectiveness and to question why if it does not move the pupils forward.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Termly the schools data for vulnerable children is monitored by the SENCo. Strategic meetings with class teachers take place to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations.

Provision mapping is updated termly to reflect the above so that all staff are aware of the priorities for these children. These are discussed with parents termly to identify their priorities for their children.

12. Complaints procedure

See complaints policy.

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 SENCo, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

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 SEND.

The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

The following services will be involved as and when is necessary:

1. Educational Psychologists
2. School and Family Support Service
3. Bassetlaw Primary Behaviour Partnership
4. Health Practitioners
5. Speech Therapists
6. Physiotherapists
7. Hearing Impairment Services
8. Visual Impairment services
9. Social services
10. Other relevant voluntary organisations.

15.Partnership with parents and pupils

At St Anne's C of E Primary School, we recognise that parents and carers are key partners in their child's education. We are committed to working collaboratively with families to ensure that pupils with SEND achieve positive outcomes and are fully included in school life.

Parents and carers will be:

- Informed when concerns arise regarding their child's progress or development.
- Involved in planning and reviewing support.
- Invited to contribute to target setting and review meetings.
- Provided with regular updates regarding progress and provision.

Pupils will be encouraged to participate in decisions about their learning and support in ways that are appropriate to their age and level of understanding. Their views, aspirations and interests will be considered when planning and reviewing provision. Pupils with SEND will be supported to express their views, wishes and feelings and to participate in decisions about their education. Their views will be sought as part of the Assess, Plan, Do, Review process and annual reviews where appropriate.

16. Links with other schools

The school is a member of Worksop Family of Schools and part of the MITRE Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

All relevant information regarding SEND is discussed with the SENCO of the new school and all records are transferred securely in accordance with data protection requirements and local authority guidance.

17. Links with other agencies and voluntary organisations

St Anne's C of E Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Educational Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ **(Headteacher)**

Date _____

Signed _____ **(SENCo)**

Date _____

Signed _____ **(SEN Governor)**

Date _____

This policy will be reviewed annually.