



St. Anne's Church of England VA Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy should be taken and used as part of St Anne's Church of England School's overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England School.

1. Introduction

At St Anne's CEVA Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils. We also endeavour, in our SEND Policy, to follow the fundamental principles of the *Special Educational Needs (SEN) Code of Practice 2014* which gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEND.

- 1.1 The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:
 - a) has a significantly greater difficulty in learning than the majority of children of the same age.
 - b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.
 - c) are under compulsory school age and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught."

Section 312 Education Act 1996

'We believe that all children with special educational needs should be identified at as early a stage as possible and be provided with suitable opportunities and support to develop their maximum potential. All children should be valued equally and be able to participate in the life and work of the school to the best of their abilities'.

- 1.3 At St. Anne's Primary School we recognise five categories of need, these being having difficulties with -
- a. Cognition and Learning
 - b. Physical/Sensory needs
 - c. Communication and interaction
 - d. Behaviour, emotional and social needs
 - e. Medical conditions
- 1.4 These needs may be long or short term and often a pupil may have difficulties in more than one area and may occur either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2. Aims

St. Anne's Primary School aims for all pupils to have access to a broad, balanced and relevant curriculum tailored to meet their individual needs.

To achieve this we will:

- create a learning environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;
- ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- enable all children, including those with SEND, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- ensure that parents or carers are able to play their part in supporting their child's education;
- ensure that our children have a voice in deciding how their individual needs might best be met;
- ensure that all necessary resources are made available to meet pupils' individual needs.

3. Educational Inclusion

- 3.1 In St Anne's, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these

into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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. Assessment of Need

4.1 The SEN Code of Practice 2014 describes a 'graduated response', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.

4.2 Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.

4.3 Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. This is sometimes referred to as Wave One Provision. Where children need more support a range of evidence is collected through the usual assessment and monitoring arrangement. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

4.4 There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register.

Provision/action that is additional to or different from that at Wave One will be recorded in a Learning Passport at Wave Two and on an Individual Education Plan at Wave Three. These will be written by the Class Teacher in consultation with the SENCo, the pupil and their parents or carers. It may also involve consultation and advice from external agencies.

4.5 Learning Passports will be reviewed as required but no less than three times annually. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.

4.6 If the SENCO has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress through the Annual Strategic Conversation. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

- 4.7 For pupils with an EHCP as well as the review of their Learning Passport, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority.
- 4.8 If a child demonstrates a significant cause for concern, the school can ask the LA to consider the need for an Education Health Care Plan (EHCP) and, if appropriate, make a multi-disciplinary assessment. This is time limited - provision is still given to the child as in SEND support.

Through a Statutory Assessment, the LA considers the need for an EHCP and, if appropriate, make an EHCP and arranges, monitors and reviews provision. Provision is as stated on the Learning Passport.

- 4.9 Nationally, only a very small proportion of pupils with SEND will require an EHCP. An EHCP is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHCP, then we will take every step possible to make the provision required by the EHCP. All pupils with EHCPs will also have Learning Passports, and an annual review of their EHCP, conducted in accordance with the Code of Practice, and in which parents and pupils are involved.

5. Review

At each stage the child's progress will be reviewed. All children on the SEND register are carefully monitored. This involves continuous dialogue between class teachers/SENCO/LSA and parents. All Learning Passports are reviewed at least three times a year, depending on the amount of support needed. At a review a decision is made as to whether a child remains at their present stage or requires more or less support. This decision will be supported by evidence of the child's progress and their ability to achieve targets. Each review will decide whether the child has achieved the targets set on the Learning Passport and new targets will be set where necessary. Where possible parents are made aware of, or take part in making, all decisions and are expected to be involved in support.

If a child has an EHCP Needs there will also be an Annual Review to which all involved agencies are invited to make a written comment on the child's progress, and also to meet altogether to discuss what success the child has achieved in meeting the targets set during the year. At this meeting it will be decided whether the current provision is still appropriate. Where possible the child is involved in this meeting to put forward his/her views.

A transitional review is set up for all Year 6 pupils on the SEND register before they go to Secondary School with a focus for academic, social and behavioural support.

6. Admissions

All children are equally welcome at St. Anne's VA Primary School, following the guidance in the school's Admissions Policy. No child will be refused admission on the

grounds of special educational needs or disability. Parents/Carers are welcome to discuss any particular concerns with the Head Teacher and SENCO.

7. Responsibilities

The Governing Body

- The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.
- The SEND Governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

Head teacher

The Head teacher is the named 'responsible person' for ensuring the needs of pupils with special educational needs are met. They oversee and report on the implementation of SEND policy and line manage the work of the SENCO. The head teacher will also liaise with the governing body and SENCO to monitor the effectiveness and efficiency of the SEND policy.

SENCO

At St Anne's the SENCO:

- Oversees the day to day operation of the policy and maintains the SEND register and records of all children with SEND.
- Coordinates the provision for children with SEND and maintains the Provision Map which shows the range of additional support.
- Is a member of the SLT.
- Supports and advises colleagues as and when required.
- Arranges and attends all Learning Passport review meetings
- Contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEND.
- Acts as the main point of communication with parents and carers, in addition to the class teachers.
- Liaison with external and support services.
- Maintains a range of resources to enable appropriate provision to be made for children with SEND.
- Liaise and report to SEND Governor.

Class teachers

- Ensure that arrangements for children comply with SEND policy.
- Oversee and keeps full and clear records of all children in the class.
- Informs SENCO of all children with any special educational needs including those who have just joined St Anne's.
- Keeps the SENCO informed of progress in meeting targets.

- Consults parents at an early stage and maintain regular communication with them.
- Has responsibility for drawing up and maintaining Provision Maps and Learning Passports.
- Manage day to day support given by the LSA assigned to the class.
- Issue copies of Learning Passports and Provision Maps to PPA teachers, LSAs, Learning Mentor, Trainee Teachers and Traveller Support as appropriate.
- LSAs are responsible for:
 - Supporting and assisting class teachers as and when required.
 - Intervention as directed by head teacher, SENCo or class teacher.
 - Follow Learning Passports with individual children when required.

8. Partnerships with Parents/Carers

- 8.1 Parents are seen as a very important part of their child's education, and, where possible, will be involved in each stage of the child's support. If the school has any concerns about a child's progress, the parents will be informed by the class teacher and strategies of support discussed.
- 8.2 Through Learning Passport review meetings we share the progress of pupils with SEND with their parents/carers and we seek to involve them in decision-making about the provision planned for their child.
- 8.3 If a child needs to be referred to external agencies, parents' permission will be sought and feedback given.

9. Links with other Schools

St. Anne's School has good links with the receiving Secondary Schools and feeder pre-schools. The Year 6 class teacher and the SENCo attend regular relevant meetings. The SENCo also meets with SENCo's at the receiving Secondary schools and feeder pre-schools during the Summer Term to discuss the needs of children due to transfer to primary or secondary education, to make the transition as smooth as possible. If a child is due to transfer to another primary school, and has any special need, the SENCO will also contact this school to discuss the child's difficulties. All records will be sent to the receiving school. Parents of children with special needs are always welcomed, and encouraged, to meet with the SENCo of the Secondary Schools before transfer to discuss their child if they have any concerns. The children are also visited by a member of the Special Needs staff from the Secondary schools and can also visit the Special Needs Department before transfer.

10. Staff Development

At St. Anne's School the SENCo is available one afternoon a week for discussion of any issues arising from the week. The SENCo is also responsible for giving any new support staff an awareness of the SEND policy and is available for training purposes. All support staff are encouraged to take part in internal training and in courses run by the LA.

11. Pupil Participation

11.1 At St Anne's, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages and abilities.

11.2 Children are involved in an appropriate way in agreeing targets in their Learning Passports and in the termly Learning Passports review meetings. Children are encouraged to review their own progress against their Learning Passports targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

11.3 We ensure that through our Learning without Limits pedagogy and focus upon trust, everybody, co-agency and unpredictability that no child is treated less favourably than any other child. This is also in line with our commitment to Christian values whereby every child of God is considered as a precious and unique learner and treated as such by everybody connected to St Anne's.

12. Access facilities for pupils with SEND

St Anne's school is fully compliant with the Disability Act and fulfils DDA requirements in terms of access for all children and staff. If new children or staff join the school their needs are assessed and where possible amendments are made. (See accessibility plan for more information)

Confirmation the SEND Policy in respect of St. Anne's Church of England VA Primary School has been discussed by the Governing Body.

Signed by:

Chair of Governors: Date:

Head teacher: Date:

Agreed at the Governing Body Meeting on: