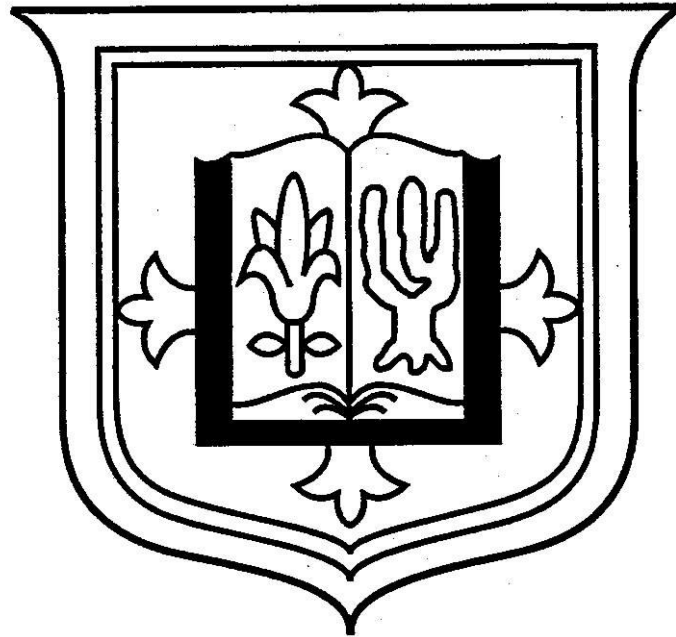


ST ANTHONY'S CATHOLIC PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Responsible person: Mrs R Ballard, Headteacher

SENDCO – Mrs V Berry
SEND Governor – vacant position.

OUR MISSION STATEMENT

Everyone at St. Anthony's Catholic Primary School is committed to providing the ethos, conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The SEND policy supports the school's Mission Statement:

We are God's Work of Art

Together with parents we aim to create a safe and positive learning environment where the teachings of Jesus Christ and the Catholic Church are fundamental to the whole life of the school. A place where we value the uniqueness of all members of the school community and there are opportunities for all to realise their full potential.

KEY PRINCIPLES AND OBJECTIVES

- To recognise that every pupil is unique.
- To educate every pupil to their full potential.
- To regard every pupil as having equal value and worth.
- To ensure that every pupil has a broad, balanced and differentiated curriculum.
- To identify those children who have SEND quickly and efficiently.
- To give access to appropriate curriculum/resources in line with the child's needs.
- To use a range of teaching and learning styles to allow children with SEND to access the curriculum.
- To give every pupil the right to expect to make progress in the curriculum according to their ability.
- To assess and review pupils regularly and adjust provision accordingly.
- To inform parents/carers about their child's progress and encourage parental involvement in their education.
- To encourage, where appropriate, the child's involvement in their own learning, foster a 'Positive Growth Mind Set' and understand their steps to success.
- To provide CPD for all staff working with SEND children.
- To work with other professionals/outside agencies to meet the needs of the child.
- To support the Every Child Matters agenda within school.

BASIC INFORMATION ON SCHOOLS' SEND PROVISION

SENDCO

As a school, we believe that all members of staff have responsibility for our children with SEND needs. The designated SENDCO in our school is Mrs Vicki Berry.

Her roles and responsibilities include:-

- Day to day running and implementation of the Code of Practice and School policy.
- Working closely with the Headteacher and Senior Leadership team to meet the needs of our children with SEND.
- Liaison and advice for Class teachers and teaching assistants.
- Overseeing the records on pupils with Special Educational Needs and/or Disability.
- Guiding class teachers in the writing of School progress plans.
- Maintaining the school's SEND Register and ensuring that the records are kept up to date.

- Meeting the legal requirements set out for children whom have an EHC plan.
- Annual Reviews -Gathering advice from all stakeholders, sending out invitations at least six weeks prior to the review meeting, completing all school advice for the review in conjunction with teachers/TAs, chairing the meeting, collating all advice and providing all documentation for the county SENDO.
- Liaison with and support for parents of children with SEND.
- Liaison with a range of outside agencies.
- To keep up to date with current thinking, engage in appropriate training in line with the School's Action Plan and contributing to in – service training for staff.
- Giving advice to teachers on appropriate differentiation for pupils with SEND, to ensure quality first teaching.
- The SENDCO is deployed in helping to assess pupils and deciding, in conjunction with the Headteacher, senior leadership team and class teachers their requirements in terms of differentiation, specific support and intervention programmes.

The Governor with specific responsibility for SEND within the school is **currently vacant**. The new Governor will have regular contact with the SENDCO and the Senior Leadership Team of the school to keep up to date with and monitor the school's SEND provision. Annually the SENDCO presents a report to the Governors and attends the Governors meeting to respond to questions they may have. The Headteacher reports to the Standards and Effectiveness committee, on the achievements and progress of SEND learners termly.

ADMISSION ARRANGEMENTS

At St Anthony's Catholic school, we will follow our Admission Criteria (see Admissions Policy) and not refuse admission or give lower priority to a child on the basis of Special Educational Needs or Disability. Our school is aware of the statutory requirements of the Special Educational Needs and Disability Act and we believe it is our duty to meet the Act's requirements. As a school we will use the induction process and meetings to work closely with parents to ascertain whether a child has been identified as having any special educational needs within the pre – school years.

If we are made aware of any disabilities and/or learning difficulties we will endeavour to collect all relevant information, undertake environmental audits and plan a relevant, differentiated curriculum for them.

ACCESSIBILITY

The school is accessible to wheelchairs via the two designated disabled entrances. These doors are wide enough to allow ease of access. We also have a medical room with changing facilities and a hoist. Both pupils and visitors have access to a disabled toilet. Movement through the school is on one level and doors are widened to accommodate wheelchairs.

Each Year an Accessibility Plan is published and can be found on the school's website.

The school does not have any special units within the school but endeavours to meet the needs of all new starters in line with the SEN and Disability Act, Equality Act 2010: advice for schools DfE 2013 and the SEND Code of Practice 0-25 2014.

IDENTIFICATION OF CHILDREN WITH SPECIAL NEEDS

Special Educational Needs are identified as requiring provision, which **is additional to, or different from** that offered to children of the same age in a mainstream school.

A GRADUATED RESPONSE

At St Anthony's we believe that a graduated response to children's needs is essential. Therefore, we have a process to follow:

Quality first teaching

Our focus is to provide differentiated learning for all our children. Therefore, all staff are provided with INSET to support them in delivering effective differentiation. The SLT monitor this as part of their monitoring cycle. In class support may be given for a child working below expected standard – this could be through differentiation, TA, small group work, computer activities such as IDL, daily readers. As these children are not coming out of class, they will not be placed on the SEN register at this stage. However, class teachers from the SENDCO of all children receiving in-class support and the impact of that is measured each half term, to ensure progress is being made.

Cause for Concern

If a child is not making progress and they have fallen significantly behind their peers, class teachers can complete a Cause for Concern form and send this to the SENDCO. This will highlight the specific concerns in all areas of need and will also include all strategies that have been tried so far in-class and the impact they have had. Class teachers will also have discussed their concerns with parents at this stage and therefore parent's will also be asked to contribute towards the form. The SENDCO will look at each individual and decide what support needs to be implemented going forward.

Observe/Assess.

The SENDCO may decide to observe children in class, complete some specific SEN assessments or ask our Specialist SEND teacher to observe and assess. An example of an assessment that could be carried out is the WRAT assessment which focuses on spelling, reading and maths computation and provides a percentile ranking for each area. This would highlight any specific learning difficulty concerns and help to identify how best to support each child's specific learning needs. These assessments are usually done from Year 2 upwards. The SENDCO may also complete a BPVS assessment which assesses a child's vocabulary understanding. This assessment can be done from EYFS upwards. The aim of all of these assessments is to highlight areas of specific needs for individual children and then to plan the best support going forward, to aid progress. SLT, class teachers and parents will all be informed of the assessment outcomes and the next steps given by the SENDCO.

Plan Provision

Following the cause for concern and assessments, the SENDCO may suggest a child begins one of our interventions. These are TA led, structured programmes, delivered twice weekly. For reading we use 'Better Reading Partners' which is a one-to-one intervention. For Maths we use First Class

at Number and Success at Arithmetic. These are delivered in small groups of no more than 5 children. We also provide Talk Boost or the NELI language programme for our EYFS and Year 1 children, to help develop their speech and language skills. All staff have been trained on the interventions and therefore can transfer the learning from the interventions back into the classrooms, to ensure positive impact.

We also provide interventions and personalised support for children with emotional difficulties. Mrs Alty, our Pastoral lead, is responsible for running these interventions. Self-esteem, friendship, bereavement and dog therapy are all available to support children. Progress is monitored very closely on all interventions. At the start of each programme, children will be assessed and given an age-equivalent and this will be repeated at the end of the 12 weeks to measure progress and impact. This will be reported back to the SENDCo and class teachers. It is hoped that the outcome will mean children have made enough progress to be able to work back in the classroom, alongside their peers. Children will only complete one intervention at a time. New intervention lists are given at the start of each new term.

Whilst the child is receiving the intervention, they will be placed on the school's SEN register. However, at this point a Pupil Progress Plan will not need to be written, unless there are additional needs to that being met through the intervention.

Impact

If there has been no progress made, outside agencies may be called in to conduct further assessments. This may include specialist teacher from SEND, an Educational Psychologist, Speech and Language therapist or other. This will be decided by the Headteacher, SENDCo and Class teacher and parents will be informed.

A Pupil Progress Plan will also be written at this point. The SENDCo will gather all advice given and will support the class teacher in writing the plan. This will include SMART targets and will follow the plan, assess, do, review process, as outlined in the Code of Practice.

SCHOOL SUPPORT

Children are placed on the SEND register when there is:-

1. An identified further need. When the SLT and SENDCO believe a child's needs, whether behavioural, social and emotional or academic, are not being sufficiently met by current class provision and/or when progress through an intervention hasn't had the desired impact. A School Support Plan will be implemented at this point and reviewed termly.
2. If a child has completed an intervention and progress is steady but the impact on class learning hasn't been enough. At this point we will involve outside agencies and ask for their advice on how best to support this child. In response to this the child will have a Pupil Progress Plan drawn up. Parents will be part of this process and the SENDCO will meet with them to share how we will be supporting their child together. A specialist teacher may work with the child for a given period and/or advise the school on strategies to use with the child.

3. Tracking shows underachievement is highlighted and addressed by us. Continuous underachievement even after intervention requires a Pupil Progress Plan to meet the child's needs.
4. The child is working significantly below the national expectation for that year group.
5. A widening attainment gap between the child and his/her peers.

Children on the Special Needs Register will all have a Pupil Progress Plan. These are written by the class teacher with the support of the SENDCO in identifying objectives, actions and strategies. In general, these are made and reviewed termly, for children being offered support, and have clearly defined targets to be achieved in that term. Our children are encouraged to become independent learners through having a 'Positive Growth Mind Set' approach to their learning. Therefore, we encourage them to measure their own progress through discussion – as appropriate, depending on the age of the child. Our Pupil Progress Plan work on the principle of: **assess, plan, do and review**.

A child will be removed from the Special Needs Register when his/her progress is felt to be good and targets have consistently been met.

SCHOOL ENTRY/SCHOOL TRANSFER

1. All transfer records from playgroups, nurseries, other schools will be scrutinised for possible indications of special educational needs or disabilities. Liaison with the parents, prior to starting school, is key to a successful transition and correct identification of any early needs. The Foundation Stage co-ordinator and SENDCO will aim to make provision for a child with SEND prior to them starting school (after gathering information from home or any outside agencies and visits to Nursery).
2. In the first six weeks, after an initial two week settling in process, children in EYFS will receive a teacher assessment based on the EYFS framework. At this point the teacher will decide where the child is working within for each of the areas of learning.
3. Throughout the Year the EYFS team will gather evidence from learning journeys, teacher assessments and the children's books to continually reassess the children in all seventeen areas of learning. At the end of the year the evidence is collated and a decision is made as to whether the child has met the early learning goal. The SENDCO regularly speaks with the team about any children they have concerns about and carries out assessments as necessary. We believe that this early intervention has a significant impact on a child's subsequent progress.

INVOLVEMENT OF OUTSIDE AGENCIES/AN EDUCATIONAL PSYCHOLOGIST

The SENDCO will work closely and support the work of any outside agencies involved with our children. When a child has a need beyond the school's capabilities or understanding the SENDCO will seek support from other professionals with expertise.

It is the responsibility of the SENDCO to pass on findings or advice given by any of the agencies to teaching assistants involved with the child, class teachers, SLT and parents.

Each term the SENDCo meets with our designated link Education Psychologist and other SENDCOs in our school's cluster. It is possible to review one child at each of these meetings, in order to gain specialist advice from those attending. Parent's will need to provide written permission for their child to be discussed at this group consultation. There is also an opportunity for the SENDCo to have termly individual consultations with the link Education Psychologist. Parent's will need to consent to this and will be invited to attend the meeting.

EDUCATION AND HEALTHCARE PLAN

An EHC plan is a legally binding document. In producing an EHC plan the LEA Special Educational Needs and Disabilities Officer has a process which they follow. They will gather information from all professionals involved with the child and their parents. The school will be provided with additional funds once the child's needs have been assessed; to enable the school to provide resources, support and specialist teaching time.

Each year the school must hold an annual review, with all contributors invited, to discuss the child's progress in terms of the targets set previously. At this point a decision is also made about whether the child needs to remain on an EHC plan – whether they need the continued support.

Where possible the school will have a LEA SENDO at this review meeting.

A minimum of six weeks' notice will be given to anybody invited to this meeting. Forms will be sent out in case anyone wishes to send a written report, especially if they are unable to attend the meeting in person.

The process for applying for an EHC plan is very lengthy. School must first follow the graduated response (as outlined above) and gather evidence of all strategies that have been implemented and their impact. In some cases, where there is a high need for further support, school will need to open a Common Assessment Framework (CAF) and part of this will be to conduct 6-weekly Team Around the Family (TAF) meetings. At this stage, an Educational Psychologist and Specialist Teacher may be involved and attending these meetings. They will let school and parents know at a TAF meeting, when they feel an EHC plan needs to be applied for.

LIAISON WITH LEAD PROFESSIONALS IN SCHOOL

The SENDCO will ensure that she works closely with all professionals involved with the child and that information is shared with:

- Headteacher, Senior Leadership team and Governors
- Behaviour management lead and pupil mentor
- Class teachers, HLTAs and teaching assistants
- The Inclusion manager
- The designated senior leader for child protection

LIAISON WITH LEAD PROFESSIONALS OUTSIDE SCHOOL

The SENDCO will only share information with external agencies when permission from parents/carers has been given. As a school we work closely with the following professionals:

- The Specialist teacher from the SEND team
- Medical services - Specialist consultant, General practitioner Doctor, the school nurse
- The occupational therapist and physiotherapist team
- Speech and language
- Hearing impairment specialists
- Children's Services
- Golden Hill behaviour support team
- Acorns Special school
- Our Lady's Catholic High school transition team/SENDCO (where appropriate other feeder high schools)
- Family Liaison officer
- CAMHS

TIME ALLOCATION

Support time is allocated as follows:-

Intervention time is determined by the SENDCO in close consultation with the Headteacher and SLT.

School Support – Time allocations are outlined alongside targets in each individual's plan.

Education Health Care Plan – Children on an EHC plan will receive funding and the time allotted to them will be in line with the funding and requirements set out in the statutory documentation..

Children are supported individually, in small groups or in the classroom, according to need.

TRAINING

The SENDCO and Headteacher will keep fully up to date about Special Educational needs and Disability issues through attendance at training and cluster meetings to ensure continuing professional development. In addition, the SENDCO will develop her skills through attendance at specialist training discussions with outside agencies and personal reading.

The coordinators of both Core and Foundation subjects must ensure that they keep up to date on provision available for children with special needs and/or disabilities within their curriculum area or across all curriculum areas.

Class Teachers/HLTA/Teaching assistants must be informed when appropriate training is available for them in their area of work and should actively seek professional development where they feel they have gaps in their knowledge/skill set.

Anyone attending a training course is encouraged to share their new knowledge, skills and understanding with the whole team. There is a regular slot for this in every staff meeting.

ASSESSMENT (Also see School Assessment Policy)

Within school, formative assessment is used to inform planning and summative assessment is used to track achievement- end of each term. Termly achievement of children with SEND is compared with that of their peers and outcomes (summative assessments) are used to inform the next term's intervention schedule as well as to inform everyone involved with the child.

PIVATS assessments are used to assess children who are working considerably lower than their age- related expectations or who are working below Early Learning Goals.

Assessment of a child's Special Needs is made by the class teacher, SLT, SENDCO and outside agencies wherever appropriate.

Diagnostic tests may be used to further define the special need. Children's progress plans are set and evaluated termly. While the child remains on the Register his/her records are kept by the SENDCO and the class teacher.

Copies of support plans are kept by the class teacher, SENDCO and Teaching Assistants. When it is felt that a child is making progress and is no longer to remain on the SEND Register, then these records will be added to the pupil profile. Progress Plans are discussed with and transferred to the next class teacher, if the child is still requiring support.

Continuous teacher assessment is a very important trigger for inclusion on the SEND register and for the monitoring of progress. Teachers must follow the school's assessment guidelines in order to assist this process of identification.

Children with an EHC plan have a statutory annual review where all professionals involved with the child contribute reports and attend a review meeting. Throughout the year their progress is tracked, recorded and shared with parents as necessary. The line of communication is always open, and parents are invited to make appointments with the SENDCO at any time; to ask questions or share any concerns.

REPORTING

The class teacher reports to all parents in written form annually and verbally at Parents' Evenings twice a Year. It is the responsibility of the class teacher to keep them up to date on any interventions their child may be having. Parents/carers are informed if their child is to be given a School Progress Plan and be put on the SEND register. The class teacher will invite the parents/carers to go through the plan and the support the child will be receiving.

INVOLVEMENT OF PARENTS

Parents are encouraged to come into school at any agreed time to discuss the special needs of their children. Other opportunities arise at Parents Evenings and at review meetings. The relationship is seen as a partnership between home and school. Parents are also made aware of the Parent Partnership Scheme.

INCLUSION

Children with Special Educational Needs will be fully included in the life of the school in terms of Curriculum, environment and social needs.

Special attention and support will be given to special educational needs children transferring to this school.

Similar attention and support will be given to special educational needs children being transferred to another school or across phases.

Please also see the inclusion policy.

RESOURCES

The SENDCO has resources located within the SEND Room and SEND store. A list of resources is given to each member of the teaching staff. Training will be given to all staff based on need. Staff attend the school INSET training courses run by the LEA and Medical Services. The SENDCO regularly attends courses on SEND issues run by the LEA SEND/Cluster schools advisory team to discuss current issues and to improve practice. Teaching Assistants attend courses run by the school LEA where appropriate.

COMPLAINTS

Parents are welcome to discuss concerns at any agreed time with the SENDCO. If parents feel the need to make a complaint this can be made to the Headteacher.

EVALUATION OF SEND PROVISION

The school will monitor and evaluate the effective implementation of the SEND policy. The success of the policy will result in the needs of all children with SEND being met by:

- Having the systems in place to identify children with SEND as early as possible.
- Making use of good practice in planning for teaching and assessing children with SEND.
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention where necessary.
- Involving the child at an appropriate level.
- Having a positive and effective partnership with parents.
- Providing training for staff wherever appropriate.

THE POLICY IS REVIEWED AS AND WHEN NECESSARY