



St Anthony's Catholic Primary School

Policy: SEND



Introduction

New legislation from the Children's and Family's Act 2014 and the subsequent Code of Practice places duties on schools with regard to children with Special Educational Needs and or disabilities. Our policy has been written in line with this and the procedures and the support that we provide at St. Anthony's.

More details about the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Definitions

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

A child or young 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.

School Context

St Anthony's Primary is a large Catholic School; it is a three-form entry school with over 681 children on roll from Nursery to Year 6.

At present there are 103 children on the SEN register. We follow a Graduated Approach to SEN. The children on School Support are closely monitored and in addition to receiving differentiated curriculum within the classroom, they have support plans which are carefully matched to their individual needs. They may also receive additional interventions. For children who have a higher need, they receive this and also a range of specialist advice and intervention programmes. These are delivered by our trained teaching assistants. We also have a learning needs teacher who works alongside the SENCO and class teachers. The learning needs teacher gives much needed support to the school, staff and children. We have one Statemented child and one with an EHC plan in KS2, four children with EHC Plans in KS1 and one child in EYFS with an EHC Plan; they all have individual support assistants and individual programmes which have been written by our Learning Needs Teacher and monitored by class teachers and SENCO. All children on the SEN register are closely monitored and carry out daily tasks related to their support plan. We have a range of intervention programmes throughout the school, including Speech and Language Therapy, Pre-phonics, Circle Time Games, Word-Finding groups, Reading Mentoring Programme, Playtime Group work, 1stclass@Number, Toe by Toe, Better Reading Partnership, Social and Communication Skills group, Maths and Literacy Focus Groups. Provision maps are to ensure that provision and support is matched according to pupil need.

Objectives

The specific objectives of our SEN policy are as follows:

- To support early identification of pupils with Special Educational Needs and disabilities to ensure that their needs are met
- To ensure that children with Special Educational Needs and disabilities join in with all the activities of the school
- To ensure that all children make the best possible progress
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate

Roles and Responsibilities

Responsibilities of the class teacher

- To raise concerns and help with the early identification of pupils with SEN
- Follow the graduated approach when supporting children with SEN
- Planning support in the classroom which is additional to and different from those pupils without SEN to ensure children with SEN can access the curriculum and make good progress from their starting point
- Reviewing and monitoring children's progress and put in place interventions where necessary
- Liaising with parents and involving them in supporting children with SEN
- Keep the SENCO informed of the progress of pupils with SEN

Responsibilities of the SENCO

- To organise and run SEN consultations and as a result update class lists and the SEN Register
- To work closely with class teachers and outside specialists to provide advice for class teachers regarding children who are causing concern in any area of their development
- To monitor SEN provision within school through data analysis, SEN consultations and class observations
- To ensure the strategic deployment of resources based on the needs identified in the provision map
- To work in consultation with SLT and the Specialist Learning Needs teacher to produce a Provision Map
- To update the SEN information report and policy annually
- To liaise with specialists and external agencies when additional advice is needed
- To liaise with parents when necessary
- To complete paperwork and send Statutory Information to Manchester LEA
- To consult the Specialist Learning Needs Teacher and other professional agencies
- To regularly brief the Head Teacher on SEN issues and report annually to governors
- To update all appropriate staff on new SEN developments both nationally and within the local authority
- To ensure provision of appropriate training for all staff

Responsibilities of the Specialist Teacher

- Strategic planning, with SENCO, of SEN provision across the school
- Highlighting priorities for SEN and producing, with SENCO, an SEN Action Plan
- Producing and reviewing, with SENCO, the statutory SEN Information Report
- Induction training for new staff on national, local and school SEN policies, procedures and practices
- Provision mapping across the school to ensure the needs of pupils with SEN are identified and addressed
- Holding regular SEN Consultations to ensure effective identification and monitoring of pupils with SEN and to advise teachers on appropriate strategies
- Undertaking class observations to follow up teacher concerns
- Producing observation reports with follow up teaching advice and recommendations
- Responding to parental concerns by meeting with parents and following up in school
- Carrying out specialist assessments to provide more detail regarding a child's difficulties
- Completing written assessment reports detailing the results of specialist assessments
- Meeting with parents to feedback results and provide appropriate advice
- Liaising with, and providing up to date advice to external agencies and professionals
- Planning and developing detailed specialist programmes for individual pupils
- Coaching and support for teachers to draw up individualised timetables and deliver specialised support
- Coaching/training TAs to deliver individualised programmes
- Guiding parents through the Statutory Assessment process
- Completing paperwork for EHC assessment requests
- Writing statutory reports for EHCP requests
- Providing advice and support on LA issues such as appeals and tribunals
- SEN training for teachers and TAs

Responsibilities of the Headteacher

To oversee SEN provision throughout the whole school by ensuring the implementation of:

- Annual Reviews of children with Statements of Special Educational Needs
- Adequate support for teachers and T.A.s supporting pupils with SEN
- Regular liaisons with SENCO to ensure all pupils with SEN are given appropriate support

- Oversee and monitor day to day usage of the SEN budget.
- Performance manage the SENCO

Responsibilities of the Governing Body

- The governing body should be fully involved in developing and monitoring the school's SEN policy.
- To nominate an appointed governor for SEND.

SEN Provision at St Anthony's Catholic Primary School

Provision for pupils with special educational needs is a matter for the school as a whole. A graduated approach is used throughout the school to ensure support is provided according to the level of need. * See SEN Action Planning for a brief overview.

Together with SMT, the class teachers will identify any children who:

- Make significantly lower progress than their peers starting from the same baseline
- Fail to match previous progress
- Fail to close the attainment gap

A graduated approach will then be used to support these pupils.

A graduated approach

- During SEN Consultations and Pipil Progress meetings discussions are held to assess these pupils' needs. This information is used to plan differentiated learning opportunities and look at the additional strategies that these pupils need, these pupils are then monitored.
- For those pupils who are still making limited progress they are given further targeted support through our focus group this might include an additional intervention. Including strategic quality first teaching strategies, opportunities for small group work, differentiated curriculum, home/school programmes, alternative equipment/teaching materials/specific interventions and tailor-made interventions.
- For those pupils who continue to make limited progress, discussions will be held with parents to discuss whether the child needs to go on the SEN register. Pupil observations will be used to identify needs more thoroughly.
- Pupils will then receive SEN support and a plan will be put in place. This plan will be reviewed by the class teacher three times a year.
- When necessary support may need to be provided by outside agencies such as: Educational Psychologist, Specialist Teaching Service – Speech and Language Therapy, Physiotherapy, Occupational Therapy, Teacher for Hearing/Visually Impaired, School Nurse.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. 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, assertive mentoring 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. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/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 teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. 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. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

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

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 group 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.

Further information about EHC Plans can be found via the SEND Local Offer:

http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities

Transition within school for SEN Pupils

In order to provide consistency within school and ensure a child's needs are catered for when changing class teachers may:

- Have extra transition meetings with class teachers and TAs
- Provide a transition booklet for the child and parent to look at over the summer holiday in order to familiarise the child with any changes
- Hold transition meetings for parents with the new class teacher and SENCO
- Arrange extra visits to the new classroom and additional sessions with new Teaching Assistants

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan may be provided by Manchester City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal 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.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluate termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Staff Training

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. All new staff complete an SEN Induction training course run by our Specialist Teacher. Other SEN training courses are also run in-house across the school, e.g. Dyslexia awareness and identification, games to support dyslexia and literacy difficulties. The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN 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.

Parental Involvement

We encourage open dialogue between parents and teachers so that any concerns can be addressed as and when they occur. Parents are invited to reviews for all pupils on SEN support to enable a working partnership between all those involved at school and the parents. The SENCO and Specialist Teacher are always willing to explain any Special Needs procedures or offer advice if there are concerns regarding any aspect of Special Needs.

Links with Other Schools

The school works in partnership with the other schools in the family as well as the Multi Academy Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

School Transfer

Detailed background information collated by the SENCO, including copies of SEN support plans and interventions implemented, will be sent to secondary schools or a new primary school for all pupils identified as having Special Educational Needs.

We will liaise closely with St Paul's High RC School and our other local High Schools to ensure smooth transition by:

- meeting with SENCO during the summer term
- meetings with the Head of Years and Year 6 teachers
- additional pupil visits to the High Schools

Signed _____ [Name] (**Headteacher**)

Date _____

Signed _____ [Name] (**SENCo**)

Date _____

Signed _____ [Name] (**SEN Governor**)

Date _____

This policy will be reviewed and updated annually.