



# **St. Anne's CE Primary and Nursery School**

## **Special Educational Needs and Disability Policy**

**Reviewed and updated**

**May 2020**

# Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves  
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



## Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

**Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.**

Jesus summed up his most important teaching by quoting the greatest commandment – love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39) At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

## **Why are we here? These are our values:**

### **Loving God with all of our heart**

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

### **Loving God with all our soul**

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

### **Loving God with all our mind**

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

## **How then do we live? All of this shapes our school life.**

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

### **Definition of Special Educational Needs**

The SEN Code of Practice (2015) states:

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 him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

### **Rationale**

*To be the best version of ourselves that God created us to be – with minds to learn and hearts to care.*

At St Anne's we believe that each child is unique and that during his/her time with us they may be in need of special consideration or support, either in the long or short term.

We welcome children of all abilities and from all cultures and backgrounds are welcomed and valued equally. At St Anne's we have high expectations of all our children and strive to

ensure that every child has access to a broad and balanced curriculum which meets their needs, builds on their strengths and enables them to progress appropriately. This policy fully complies with the SEND Code of Practice 2014 and The Children and Families Act 2014.

St Anne's is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and interaction needs (SLCN, ASD)
- Cognition and learning needs (MLD, PMLD, SLD, SpLD)
- Social, Emotional and Mental Health needs
- Sensory and/or physical needs (HI, VI, MSI, PD)

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success.

We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met.

We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

## **Aims**

- To make children feel valued and supported to become the best version of themselves
- Encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- Make pupils feel safe and secure so they can challenge themselves
- Create an environment that meets the special needs of each pupil
- Ensure that the SEND process is family focussed
- Encourage pupils, parents and families to be fully involved in their learning
- Make clear the expectations of all partners in the process and provision of special needs
- Ensure parents are kept fully informed and are engaged in effective communication about their child's SEND

## **Objectives**

- To follow the guidelines set out in the SEN Code of Practice
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as a whole.

### **Governing Body**

The Governing Body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEN
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- ensure that there is a qualified teacher designated as SENCO.
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

### **The Head teacher**

The head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice.
- ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN.
- ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.
- report to the governing body how resources are deployed to meet provision.

### **The Special Educational Needs Co-ordinator (SENCO)**

The role of the SENCOs includes:

- oversee day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaise with designated teacher where a Looked after Child has SEN;
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support;
- advise on use of delegated budget/ other resources;
- liaise with parents of children with SEN;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with head and governors on Equality Act; and
- ensure that SEN records are up to date.
- contribute to the in service training of staff

### **Class Teachers**

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review. Early identification – Short note , SEN Support Plans/EHCP
- focus on the individual outcomes for the child: Be clear about the outcome wanted from any SEN support.
- be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

## **SEN Support Staff**

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- LSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

## **Early identification of need**

When a class teacher or the SENCO identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum.

The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Through their discussions, observations, assessments and data analysis the SENCO, class teachers, parents and carers along with other relevant parties may identify a need. A short note of these early discussions outcomes and next steps will be agreed. Through monitoring and regular meetings with parents or carers SEN provision may be required.

If necessary, the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support. Parents and carers may also inform the SENCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

## **SEN Support**

St Anne's adopts a graduated response to SEN Support following the Graduated approach

### **1. Assess 2. Plan 3. Do 4. Review**

If a child is identified with a special educational need the school will take action to provide children and parents with:

- A short SEN Support Plan
- A long SEN Support Plan
- An EHCP

### **Referral for Education, Health and Care Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents may consider requesting an Education, Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

Parents or school are the only partner who can request an Education, Health and Care Assessment.

### **Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be formally reviewed annually by the Local Authority. All children with an EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. The shorter term targets will be reviewed regularly throughout the year.

### **RECORDING SEN**

Records are kept by the SENCO and are available for parents and carers to access when required. These records detail the steps taken to support children with SEN. Class teachers keep relevant and recent information to support children with SEND in their class files.

### **SEN Register**

This is a file kept by the SENCO. It indicates which children have SEN and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name
- Date of Birth
- Details of SEN
- Involvement of outside agencies

### **Medical Register**

The head teacher maintains a copy of the Medical Register as the responsible person. For those children who have medical and SEN needs the SENCO will regularly review the medical register to ensure that the holistic needs of a child are met. Copies will be kept in the school office, easily accessible by first aiders and are available in other areas throughout school. The Medical Register may be amended throughout the year by the class teacher following consultation with their team leader. The SENCOs will become involved should a child's medical attention present a barrier to their learning.

### **STAFF TRAINING**

The school makes an annual audit of SEN training needs for all staff taking into account school priorities, the needs of individual pupils, as well as personal and professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff.

### **POLICY EVALUATION**

The implementation of this policy will be monitored by the head teacher and SENCO. It will be reviewed regularly alongside the SEND Information Report on the school website.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non- SEN
- Standards reached by pupils with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.
- Through regular classroom observation we will also take into account:
- The quality of curriculum planning and the extent to which teachers and SEN support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well cared for and supported.

Date: May 2020

Review due: May 2021