

St Ann's Catholic Primary School

A Voluntary Academy

SEN Policy



St. Ann's
Catholic Primary School
a Voluntary Academy

Mission Statement

With God at the heart of all we do, we aim to provide a loving and caring Catholic community, where everyone is precious. We nurture each other with kindness to create treasured memories and values that stay with us for life.

Aims of the Policy

In keeping with the School's Mission Statement, this policy aims to recognise the uniqueness of each child in our care.

- To ensure that each child has access to a broad and balanced spiritual, academic, creative and social curriculum, that is relevant and differentiated and which demonstrates progression, enabling all pupils to achieve their full potential.
- To make an early identification of the social, emotional and educational needs of all pupils and respond to each child in ways which take account of their varied life experiences, learning styles and needs.
- To promote pupil participation by providing a culture of listening to all our pupils' and parents' views and providing opportunities for them to be included in the school and parish community and take part in and make decisions about their education.
- To aim to work in partnership with parents and carers, involving them and pupils fully in the identification, assessment, delivery and evaluation of SEN provision and policy in the spirit of the new SEND Code of Practice 2014.
- To ensure that high quality teaching is provided for all children, using a range of inclusive practices.
- To educate pupils with SEN alongside their peers within the normal curriculum of mainstream school, wherever possible.
- To acknowledge the right of every individual to be treated fairly and with respect regardless of age, gender, ethnicity, impairment, attainment and background.

SCHOOL'S APPROACH TO SEN: UNDERPINNING PHILOSOPHIES.

1. Our school's management of SEN is in line with the SEN code of Practice 2014.
2. Every teacher is a teacher of every child including those with SEN.
3. The classteacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
4. Class teachers are supported in their provision for children by specialist teachers, skilled TAs and the SENCO.
5. We ensure that the curriculum is well differentiated and lively and engaging. Children with SEN may have additional support or alternative activities to enhance their learning. However we aim to enable them to learn alongside their peers wherever possible and appropriate.
6. The SENCO, SLT and external specialists provide training, advice and guidance to teachers and teaching assistants, to support their identification of, and provision for, SEN.
7. Teaching of vulnerable groups and outcomes for pupils with SEN is included in the school's rigorous monitoring and pupil progress tracking procedures.
8. All SEN provision and support aims to develop and increase independence and confidence.
9. All aspects of school life are conducted in a safe, supportive and structured manner.
10. Interactions between staff and pupils exhibit mutual respect. We believe caring relationships and understanding nurture trust and resilience and encourage self-reliance and initiative.
11. The SENCO works closely with other schools and ensure that our pupils' SEN needs are known to other schools to which they may transfer.
12. Early identification and intervention are vital so assessment, monitoring and provision take place throughout the child's time in school, starting in Reception class.
13. We maintain good relationships and partnerships with parents to ensure they have an effective voice and are kept informed about their child's progress and are able to support and enhance their child's learning.
14. We acknowledge and value the child's voice and the contributions they make to their learning and during monitoring.

What are Special Educational Needs?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
(Section 6.15 SEND Code of Practice 2014)

Usually a child has special educational needs if he or she has learning difficulties or disabilities that make it harder for him/her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Barriers are often overturned; however, for some children, extra help will be needed for some or all of their time at school.

The four broad areas of SEN are:

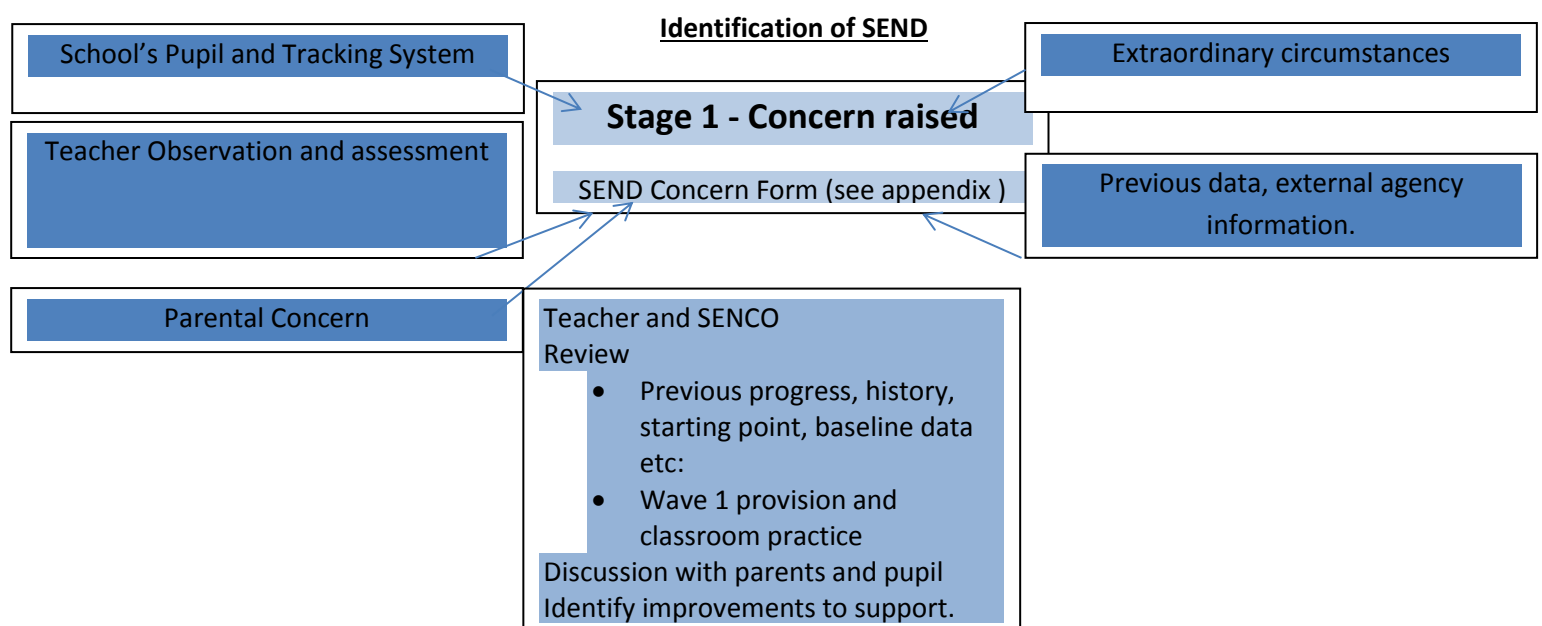
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Individual children or young people often have needs that cut across all or some of these areas and their needs may change over time. As a setting, our role is to identify the needs of the whole child and work out what action to take.

We also consider various factors which are not SEN but which may impact on progress and attainment such as:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a Serviceman/woman

The identification of SEN is built into the school's overall approach to monitoring the progress and development of all pupils. Please see the flow chart below.



Stage 2 - Monitoring

Teacher

Define provision and specific targets through class provision map. Targeted support

SENCO monitor and review impact over 1 term.

Teacher and SENCO discuss and review impact and next steps with parents.

NB External advice and support may be sought at any point in this process to support effective decision making and planning.

Good progress and improvement

Return to whole school tracking process

Adequate progress and improvement

Continue stage 2 monitoring

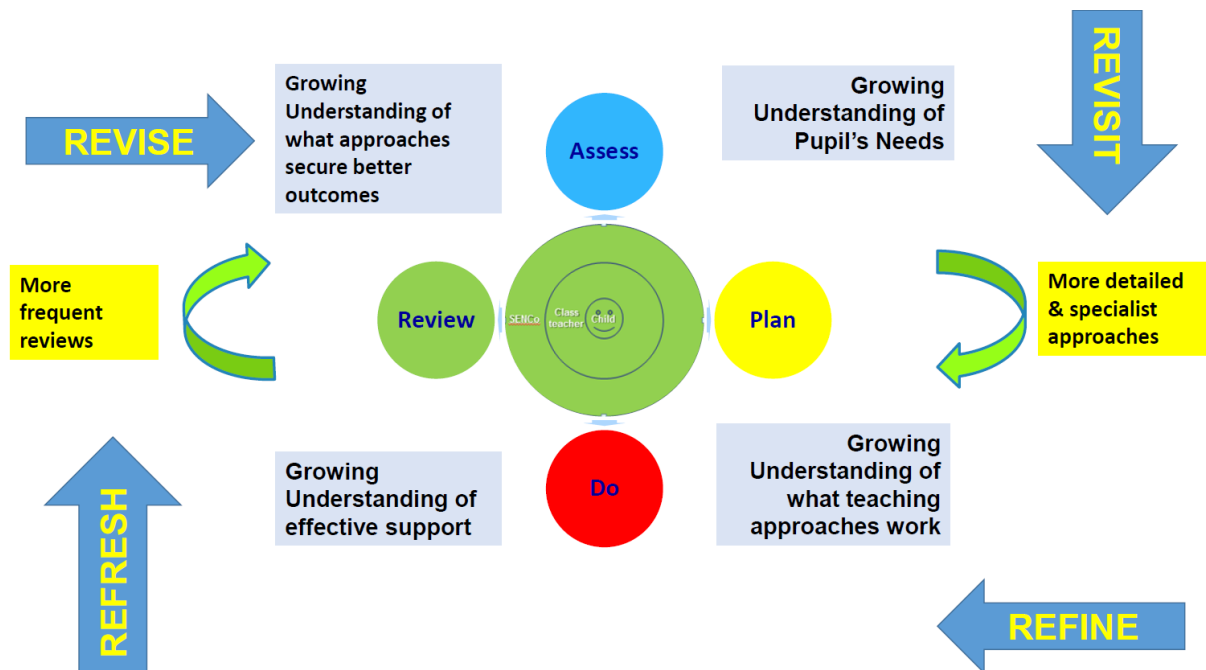
Inadequate progress/improvement

Stage 3 SEND support register

SENCO
Add to SEND support register
Begin assess, plan, do and review cycle.

The School's Process – Organisation and Procedures

The school's provision for children with SEN follows the graduated Approach Review cycle in the SEN code of Practice 2014.



➤ Assess

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement and identified as vulnerable. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Assessment is regarded as a continuing, integral process for all children in our school. The class teacher identifies pupils who are having difficulties with their learning. A parent may raise concerns. Any such difficulties or concerns are discussed with the SENCO (Special Educational Needs Co-ordinator), the child and their parent's or carers. These early discussions with parents are vital so we develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

The class teacher will monitor, evaluate and take any appropriate action, usually in the form of further differentiating the curriculum or providing further support. The outcome will be assessed after a period of time, usually no longer than a term. If the intervention has been successful, then the pupil will, after consultation with the parents/carers, be removed as a Cause for Concern list. If the child is still not making progress, then he/she will be placed as SEN support.

In identifying a child as needing SEN support, the class or subject teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's tracking data relating to pupil progress, attainment, and behaviour. It also draws on previous teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Any concerns raised by a parent are taken very seriously. Assessment is reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENCO should contact them if the parents agree.

PLAN

Where the above process identifies a child with SEN, parents will be notified in writing and the plans that are being put in place will be discussed with them.

The child's needs will be recorded on the school's SEN register.

Where a child is receiving significant support from external agencies or a high level of support within the classroom, an individual provision map/education plan will be drawn up for them with clear objectives, teaching approaches / interventions, expected outcomes and time limits. Where appropriate, objectives will be drawn from external specialist input.

For those pupils with emotional, behavioural and social difficulties a Pastoral Support Plan (P.S.P) may be drawn up with targets, sanctions and strategies for the pupil. Alternatively, a Positive Handling Plan (P.H.P) may be created to support the pupil.

The plans that are put in place for a child will be shared with the staff who work with the child and overseen by the SENCO.

Plans will be discussed with parents/carers and the ways in which they can support the provision will be made clear. Interventions will be recorded on school tracking systems.

DO

The class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

REVIEW

After the intervention, progress is reviewed. Feedback from interventions gives further insight of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months.

The impact and quality of the support and interventions is evaluated by the SLT.

Request for an Educational Health Care Assessment

For a very few pupils the help given through SEN Support may not be sufficient to enable them to make adequate progress. It is then necessary for the School, in consultation with the parent/carer and any External Pupil Support already involved, considering whether to ask the LA to initiate a Statutory Assessment.

The pupil will have demonstrated significant cause for concern despite high quality teaching and well managed SEN provision. The SENCO, in consultation with the class teacher, parents and external consultants, oversees arrangements, completes documentation making an application for an EHC needs assessment.

Throughout the process, parents will be informed and invited to comment and contribute.

The Local Authority will review the application and make appropriate recommendations. This may result in the child receiving an EHC plan. Parents who do not agree with the recommendations should follow the LA Appeals procedure.

Where a child has an EHC plan, the school will work with the LA to review the plan in full, at least annually. Parents will be invited to this review along with any relevant external specialists. This review will be additional to the termly reviews of progress and plans.

For those children who have a statement of SEN need, prior to the new Code of Practice 2014, this statement will be transferred into an EHC plan in line with Sheffield LA transition plan.

Transition Planning

Where a child with SEN moves schools, it is important that all relevant information is passed on to the receiving school.

Yearly Transfers throughout School

In the summer term, during pupil progress meetings, class teachers meet and discuss all children and in their class with their next teacher. Details of assessments/data and notes on interventions that have happened with the child during their time at school is disseminated. Wherever possible, receiving teachers are invited to pupils' reviews in the summer term to become more aware of the SEN pupil's needs, targets and meet parents. Targets for the Autumn term are set at this time.

Transfer from or to another setting

Where a child with SEN transfers to another primary school, the class teacher, SENCO will arrange for all the relevant paperwork to be passed on to the next school.

Where possible and practical, the SENCO will also meet or speak with staff involved with the pupil to discuss their needs and targets.

Transfer to Secondary School

In the summer term prior to transfer, the Year 6 teacher and SENCO will liaise with secondary school Year 7 teachers and SENCOs to discuss individual pupils. All school records will be copied and transferred to the secondary schools to ensure continuity of support and provision. Extra transition visits may be arranged for SEN and Vulnerable pupils. SENCOs from receiving secondary schools are frequently invited to attend Year 6 SEN reviews.

Inclusion of Vulnerable Groups /Equal Opportunities

At St Ann's, we consider ourselves to be an inclusive school which provides an inclusive education.

We consider ourselves to be a problem solving school where every member of staff is willing to take on and try out new approaches to help resolve difficulties that arise in school. We believe that educational inclusion is about equal opportunities for all learners. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys, men and women
 - Minority ethnic groups
 - Learners who need support to learn English as an additional language (EAL)
 - Learners who have special educational needs
 - Learners who are gifted and talented
 - Those with medical needs
 - Learners who are disabled
 - Learners who are looked after by the local authority
- As a school, we identify pupils achieving 2c in Reading, Writing and Maths as one of our vulnerable groups.
 - Children identified as Ever 6
 - Vulnerable children (for example: those who may have experienced close family bereavement, have disrupted home lives, have experienced traumas, have attachment issues etc.)

All pupils with SEN engage in school activities together with pupils who do not have SEN. Where appropriate, pupils have their needs met within the classroom.

The Curriculum

At St Ann's, we strive to be an inclusive school teaching an inclusive curriculum. Within the organisation of the classroom it is essential that pupils with SEN are included in all aspects of school life. In dealing with this, extra support will be provided within the classroom, managed by the class teacher. This may involve a variety of strategies including group work, paired activities or individual adult support. Teacher's planning is flexible in order to recognise needs and to ensure progression, relevance and differentiation.

For more information on the coverage of individual class work, please see the school website.

Allocation of Resources

Each term, the SENCO in liaison with the School's Leadership Team (SLT) draws up a provision map giving an overview of the time class teachers, teaching assistants and resources given to pupils on the SEN register. The class teacher through discussion during Pupil Progress Meetings will decide with the SLT the intervention/s most appropriate for the pupil.

External support, advice and resources will be sought when necessary from Pupil Support Services and parents kept informed.

Admission Arrangements

Pupils enter school according to the Sheffield City Council Admissions Policy 2013. For children coming into Foundation Stage/Reception Class, parents attend a welcome talk by the Headteacher and Chair of Governors in the summer term prior to admission. During this meeting, parents are introduced to the SENCO and if requested SEN arrangements are explained.

Pupils entering school from another setting are initially assessed by the class teacher; the SENCO may be involved in this.

If a child enters school with a known or prior SEN, school will consult the child's previous teachers and SENCO from the last school or setting to gather as much information about the pupil as possible.

The SENCO or Foundation Stage class teacher or Foundation Stage teaching assistant may attend reviews/transition reviews at the original setting prior to transfer. They also may carry out transition visits to support the move so that needs are met.

Responsibility for SEN and Implementation of the Policy

Provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the class teachers, TAs and the SENCO and all other members of staff have important responsibilities:

Governing Body

The Governing Body has the statutory duty to ensure that the necessary provision is made for any pupils with SEN and to ensure that teachers in the School are aware of the importance of identifying and providing for those pupils. There is a designated Governor for SEN who maintains regular contact with the Headteacher and SENCO to ensure that the school's SEN provision and management are in line with current legislation and are effective in providing high quality outcomes for our pupils with SEN. The Governing Body undertakes to deploy its resources, in consultation with the Headteacher and SENCO, to secure the necessary provision for any pupil identified as having SEN.

The Governing Body will ensure that children with SEN are admitted to the school in line with the school's agreed Admissions Policy.

The Governing Body is responsible for publishing the School's SEN Information Report.

The Class Teacher

Meeting the needs of children experiencing difficulty in school is the shared responsibility of all staff.

Skilled teachers can usually meet whatever learning needs pupils may have within their classroom setting, even when these difficulties are of a complex nature. The more flexible and responsive the teachers' strategies are, the more likely it is that all pupils, including those with SEN, will make adequate progress.

"6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching." SEND Code of Practice 2014

The classteacher is responsible for:

- Ensuring high quality teaching and well planned differentiation in lessons
- Working with the SEN child on a daily basis and for planning and delivering an individualised programme. This may include the teaching assistant delivering an intervention or working with the SEN pupil for some time
- Carrying out appropriate assessments, planning and reviews so that early identification of SEN is facilitated.
- Maintaining records of children with SEN in their class and ensuring that targets are SMART and integrated into planning
- Consulting with the SENCO, parents of the child with SEN and the child
- Inform the SENCO and parents of the outcomes from the action taken and reviewing progress.

The Headteacher

As the Headteacher, Miss Sarah Eady has the overall responsibility for SEN. She needs to be kept up to date with all aspects of SEN. It is her responsibility to prepare and conduct annual reviews and to report on the meetings to the local authority.

SENCO

The SENCO is the principle agency from whom the Governors discharge their duties. The SENCO works closely with the Headteacher and oversees the implementation and day to day operation of the School's SEN Policy. In particular, the SENCO's role includes:

- co-ordinating provision for children with SEN
- working closely with teachers and TAs
- supporting and managing Looked After pupils
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Training

In relation to training, the SENCO will;

- Attend LA meetings, SENCO support briefings and Family of Schools SEND meetings.
- Attend external training courses or arrange to attend relevant courses for their Professional Development or to help them meet the needs of their current class/groups.
- Provide/set up school training/updates on SEN policy and legislation or issues to support staff at staff meetings and training days.

Access for Physically Disabled Pupils

The entire school is on ground floor level, enabling easy access for wheelchair users. There is a disabled toilet and shower cubicle. The car park has a dedicated disabled parking bay and wheelchair users may enter school directly from the car park through the hall.

Specialist SEN Provision

The school does not have a special unit on site. The School provides resources to meet the needs of individual pupils. There are facilities in the school for reviews to be held privately between teachers, parents and relevant agencies.

Parental Partnership

St Ann's School recognises that the relationship between home and school is fundamental to the educational progress and achievement of all pupils. This relationship is even more crucial for children with SEN. This is emphasised and embedded throughout the New Code of Practice 2014.

Parents are encouraged to play a central role in their child's education. We value our positive relationships with parents and we actively encourage their full involvement in supporting their child's learning and being part of our school community.

Parents are kept informed about their child's progress through:

- Parents' Evenings
- Reviews
- Formal and informal meetings
- Parents can, at any time, request a meeting with the classteacher or SENCO to discuss their child's needs. This will, unless there are specific mitigating circumstances, be arranged within a week.

When communicating with parents, we aim to ensure:

- that the child's strengths as well as weaknesses are discussed
- the information that is given is clear and understood
- practical advice is given as to how to help the child at home supported with resources where appropriate.
- parents are always clear about when progress will be reviewed and where they can go for further help.
- that parents co-operate with the plans that are set to maximise progress. We recognise that parents know their child best and we take account of their concerns, feelings and wishes when making plans and provisions for their child.

Parents are encouraged to discuss concerns and information about their child which may help the school meet the needs of their child. Their views will be sought at every stage. The child's views will also be sought.

Any concerns within school about a child's learning will be discussed with the parents/guardians prior to any SEN intervention strategy or programme of action being implemented. All pupils with SEN will be recorded on the SEN Support Register. Parents will have been consulted throughout the process of

identification of SEND. If a child requires an IEP or PSP or PHP, the parents will be invited to the drawing up of these plans. Parents will be fully consulted regarding any referrals to outside agencies. Further information for parents about the school's management of SEN will be provided in the school's SEN information report.

Evaluating the School's SEN and Inclusion Policy

Through reviewing of our procedures for SEN, the following process outlined on the next page has been adopted from Spring 2014 to ensure more rigorous monitoring, evaluation and planning for the management of SEN. This process provides information on:

- The progress that our pupils have made

- The type of SENs we are managing in school

- The interventions and teaching approaches that have been most successful

- Issues and concerns raised by teachers, teaching assistants, parents and pupils

This information, along with data analysis, is used to evaluate performance and create the provision map and SEN school improvement plan for the following year.

We set priorities, targets and actions for the year ahead in our School Development Plan, in order to increase in pupils with SEN making good progress from their respective starting points as well as an increase in pupils on track to achieve level 4 or above in reading, writing and maths at the end of KS2. We also aim to increase independence, self esteem and engagement with learning for our children with SEN.

Each term, the SENCO will provide information to the Governing Body as to the numbers of pupils receiving special educational provision. The SENCO will also report any whole school developments in relation to inclusion and will ensure that Governors are kept up to date with any legislative or local policy changes.

Summer 2nd Half term

Staff Meeting – Review/audit
SEN/Vulnerable Groups Information

CT and SENCO Plan
Interventions/provision for autumn

SENCO - to liaise with Secondary
schools regarding Transition
arrangements and reviews.

Pupil's Report sent home
New Targets set on IEP's for Autumn term
Transition Review with next teacher and
parents.

Scrutiny of data –

SEN Provision
Planning and
SEN Review
Process

Autumn Term 1 and 2

Scrutiny of data – RAISE
online/tracker/Interventions
School Improvement Plan written by
HT - SEN action Plan written in
response to this
Pupil Progress Meetings

SENCO to Develop Learning Plans for
PP and SEN pupils as necessary

Autumn 1 –
Mid-term Parents Evening

CT and SENCO to Plan Spring
Interventions

Spring 1 and 2

Data/Intervention monitoring and
analysis
Governor report
Update PP and SEN Learning Plan
SATS Extra time etc: assessments.

CT and SENCO to Plan Spring
Interventions, review provision.

Mid-term Parents Evening

Summer 1

Governor Report

Analysis and Feedback from SENCO on
book and planning scrutiny. Lesson
drop ins TA's and CT's and pupil voice
interviews

Parents Drop ins

Links to other Support Services and Agencies

The School has been allocated a team of professional advisors from the Pupils Support Services.

These persons are available for consultation on both a formal and informal basis.

The School also has close links with the Health Service and Social Services.

School has a designated Speech and Language Therapist. We also have contact with various teams from

The Ryegate Children's Hospital including Physiotherapists, Autism nurses and ADHD nurses.

Multi Agency Support Teams (MAST) provides support for a range of SEN and pastoral needs, again formally and informally, to school and also for parents.

Many of the above are invited to SEN reviews and met with regularly in school.

Complaints Procedure for issues related to SEN Provision

All parents are consulted and involved as partners in the education of their children. Parents of children with SEN in school are encouraged to consult the class teacher, SENCO, Headteacher or, if linked to behaviour. The policy of consultation at all stages and especially before referral means that complaints are rare. However, should there be a complaint, the School's Complaint policy should be followed.