



## St Anne's R.C. Primary School, Stafford

### Special Educational Needs and Disability Policy

#### Introduction

Our Mission is to;

“Let trust, respect and love live here”

With Christ at the centre of all that we do, the staff and governors at St Anne's R.C. Primary School are committed to giving our children every opportunity to achieve the highest of standards by meeting the individual needs of all in an inclusive way. Our children with special educational needs are fully integrated into the educational, social and cultural life of the school. We recognise the strengths and areas for development of every individual and offer a broad, balanced and differentiated curriculum.

#### Aims and Objectives

*All children and young people are entitled to an education that enables them to:*

- *achieve their best;*
  - *become confident individuals living fulfilling lives; and*
  - *make a successful transition into adulthood, whether into employment, further or higher education or training.*
- Code of Practice 2014: 6.1**

The aim of our SEND policy is to:

- Make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, environment and printed information.
- Ensure that all children with SEND engage in the activities of the school alongside those without SEND.
- Reduce barriers to progress by embedding the principles of inclusion.
- Use our best endeavours to secure special educational provision for those who require it, that is “additional to and different from” that provided within our differentiated curriculum.
- Request, monitor and respond to parents/carers' views and pupil views.
- Ensure a high level of staff expertise to meet pupil need.
- Support pupils with medical conditions so that they are fully included in all school activities.
- Work cooperatively with the Local Authority and other outside agencies to ensure a multi-professional approach to meeting the needs of all vulnerable learners.

#### Identification, Assessment and Review

St Anne's School is committed to the early identification and intervention of children who may have SEND. We follow the graduated approach outlined in the Code of Practice 2014 which recognises that there is a continuum of needs. For the purposes of this policy, Early Years provision is incorporated in the graduated approach.

#### Identification

*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 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 so do if special educational provision was not made for them (Clause 20 Children and Families Bill).*

#### **Code of Practice 2014: xiv**

The Code of Practice identifies four areas of need:

1. Communication and Interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

To identify a child with Special Educational Needs, St Anne's School uses the following guidelines to gather evidence for concern:

- Concerns raised by parents/carers, teachers, a pupil themselves or by a previous setting
- Tracking of attainment outcomes indicates a lack of progress
- known health/social problems
- results from standardised reading tests/spelling tests

### **Assess**

The following assessment procedures may be used to make an accurate assessment of need:

- observation
- diagnostic tests
- standardised tests
- meetings with child/teacher/parent
- evidence from outside agencies such as SENSS, EP services.

### **Plan and Do**

Individual assessments of a pupil will be undertaken to identify actions needed to increase the rate of progress. If reviews indicate that "additional to and different from" support is required (i.e. additional to and different from high quality, differentiated and personalised teaching, **Children and Families Act 2014: Section 21**) then appropriate evidence-based interventions will be identified, recorded and implemented. Provision mapping across the school identifies the interventions in place for individuals. Parents will be informed and a SEN Support Plan put in place. Progress towards the targets on the plan will be tracked and reviewed termly with parents and pupils. .

### **Review**

The effectiveness of support and intervention is reviewed in line with agreed dates (at least termly) and support should be revised in light of progress and development, always in consultation with parents and pupils.

If progress is still inadequate, advice may be sought from outside agencies such as SENSS, Behaviour Support, CAMHS, AOT, Educational Psychologist services. Following this, for those pupils who still fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment undertaken by the Local Authority.

The SENCO ensures that all appropriate records are kept and are available when needed. The SEND register is reviewed termly and updated as necessary. Staff keep and update their own class SEND folder (red) to include all relevant documentation, including SEN Support Plans.

### **The Role of the SEN Co-ordinator**

The Special Needs Co-ordinator for St Anne's School is Sarah Spendelow.

The SENCo:

- oversees the day to day operation of the school's SEND policy.
- maintains the school's Special Educational Needs list and oversees the records on all pupils with special educational needs.

- co-ordinates provision for children with SEND.
- ensures liaison with parents and other professionals in respect of children with SEND.
- advises Governors on responsibility and provision in school.
- liaises with and advises staff, where appropriate.
- advises on the graduated approach to SEND support.
- contributes to the in-service training of staff.
- liaises with outside agencies
- attends meetings, courses and in-service training for development and information on Special Educational Needs.
- co-ordinates SEND Support Plans for pupils, in conjunction with the class teacher and learning support staff.
- Works with with headteacher and school governors to ensure the school meets its responsibilities under the **Equality Act 2010**.

Regular meetings are arranged to exchange information and maintain appropriate records with SENCO, class teacher, support staff and head teacher.

## **The Role of the Staff**

All staff are responsible for children with SEND and must have regard for the Code of Practice 2014. It is the role of the class teacher, working with the SENCo and parents, to assess, plan for and review support. They should remain responsible for working with the child on a daily basis.

All staff, teaching and non teaching, take responsibility for children with SEND within their class. Other adults working with children should do so under the direction of the class teacher and must have regard for the SEN Code of Practice 2014.

Special Educational Needs and Disability is recognised by all staff to be a whole school responsibility and all staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. Staff take part in appropriate training to ensure all pupils' needs are met.

## **The Role of the Governors**

The governing body has important statutory duties towards pupils with SEND. The Governor with responsibility for SEND at St Anne's School is Mrs Louise Bell. The governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The governing body must publish a SEN Information Report on the school website. This must be updated annually and should include information set out in the **Special Educational Needs and Disability Regulations 2014**. This must also include details of the school's contribution to the Local Authority's Local Offer.

## **Partnership with Parents/Carers**

This school tries to establish a good, early working relationship with the parents of a child with special educational needs by:

- early notification of any concerns and a willingness to listen to any worries that the parent/carer has.
- sharing information with parents/carers through informal conversations/individual meetings/SEN Support Plans/provision maps/letters.
- inviting parents/carers to attend review meetings to discuss progress and set targets with appropriate intervention strategies to help the child both in school and at home.
- encouraging parents/carers to use the Staffordshire Parent Partnership service.
- promoting a culture of co-operation between all concerned, respecting differing perspectives and seeking constructive ways of reconciling differing viewpoints.
- respecting the differing needs of parents/carers such as a disability or communication/linguistic barriers.

## **Pupil Participation**

"Children who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."

## ***The United Nations Convention on the Rights of the Child***

The ***Children and Families Act 2014*** also emphasises the importance of pupil participation. At St Anne's School, pupils are encouraged to play an active role in their education. The views of the pupil will be sought and taken into account. Targets should be discussed with pupils.

### **Admission Arrangements**

Children with Special Educational Needs are admitted into the school in accordance with the school Admission Policy.

### **Equal Opportunities**

All children of Special Educational Needs receive education suitable to their ability and needs, in accordance with the requirements of the National Curriculum and the Equality Act 2010.

### **SpLD**

The school has full Dyslexia Friendly Status. This requires all staff to be aware of those with dyslexia and to receive training on how to best meet their needs. Following this, staff should ensure that they use a range of teaching strategies to meet the needs of dyslexic pupils. The school should ensure identification is as early as possible and that parents with dyslexia can access information provided by the school.

### **Evaluation Procedures**

The SLT/SENCo/Governing Body will, on an annual basis, consider and report on the effectiveness of the policy and amend as necessary. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success and effectiveness of it. These include the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with support services, details of staff continual professional development and priorities for the year; SEND is part of our school self-evaluation arrangements.

### **Procedures for Concerns**

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, followed by the SENCo, head teacher or the SEND Governor and a response will be made as soon as possible. Parents/carers are informed about the Staffordshire Parent Partnership Service so that they can obtain support/advice and information if they wish.

### **Adopted by the Governing Body:**

**Signed:**

**Date: AUTUMN 2015**